

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS  
UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180095**

**Grants.gov Tracking#: GRANT12659658**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180095

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1235-CEAS_GEPA_form)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e14
<b>7. Dept of Education Supplemental Information for SF-424</b>	e15
<b>8. ED Abstract Narrative Form</b>	e16
<i>Attachment - 1 (1237-CEAS_Abstract)</i>	e17
<b>9. Project Narrative Form</b>	e19
<i>Attachment - 1 (1236-CEAS_Project_Narrative)</i>	e20
<b>10. Other Narrative Form</b>	e77
<i>Attachment - 1 (1234-CEAS_Appendix)</i>	e78
<b>11. Budget Narrative Form</b>	e174
<i>Attachment - 1 (1238-CEAS_Budget)</i>	e175

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/23/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: University of Kansas Center for Research, Inc.

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

48-0680117

\* c. Organizational DUNS:

0762486160000

### d. Address:

\* Street1:

2385 Irving Hill Road

Street2:

\* City:

Lawrence

County/Parish:

\* State:

KS: Kansas

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

66045-7568

### e. Organizational Unit:

Department Name:

Center for East Asian Studies

Division Name:

College of Liberal Arts & Sci.

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

Alicia

Middle Name:

M.

\* Last Name:

Reed

Suffix:

Title: Director, Research Administration

Organizational Affiliation:

University of Kansas Center for Research, Inc.

\* Telephone Number:

785-864-3441

Fax Number:

785-864-5025

\* Email: kucrpropmgmt@ku.edu

PR/Award # P015A180095

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Univ.-affil. non-profit corp.

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Building Global Competencies in the 21st Century: University of Kansas Center for East Asian Studies

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="547,971.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="547,971.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Kansas Center for Research, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	141,090.00	152,873.00	151,981.00	148,199.00		594,143.00
2. Fringe Benefits	28,836.00	35,571.00	32,655.00	33,238.00		130,300.00
3. Travel	24,843.00	13,223.00	17,723.00	20,343.00		76,132.00
4. Equipment						
5. Supplies	11,400.00	11,400.00	11,400.00	11,400.00		45,600.00
6. Contractual						
7. Construction						
8. Other	40,100.00	33,350.00	35,010.00	31,550.00		140,010.00
9. Total Direct Costs (lines 1-8)	246,269.00	246,417.00	248,769.00	244,730.00		986,185.00
10. Indirect Costs*	19,702.00	19,713.00	19,902.00	19,578.00		78,895.00
11. Training Stipends	282,000.00	282,000.00	282,000.00	282,000.00		1,128,000.00
12. Total Costs (lines 9-11)	547,971.00	548,130.00	550,671.00	546,308.00		2,193,080.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 50.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180095

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Kansas Center for Research, Inc.	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

PR/Award # P015A180095

Page e8



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Alicia M Reed	Director, Research Administration
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
University of Kansas Center for Research, Inc.	06/23/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <div style="border: 1px solid black; padding: 2px;">National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr</div> CFDA Number, if applicable: <input type="text" value="84.015"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text" value="N/A"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Alicia M Reed"/> * Name: Prefix <input type="text" value="N/A"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/23/2018"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1235-CEAS\_GEPA\_form.pdf

Add Attachment

Delete Attachment

View Attachment

---

## GEPA Section 427 STATEMENT

CEAS fully complies with the provisions, policies, and procedures that are in place at the University of Kansas to ensure compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA), which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age. The University of Kansas follows federal guidelines for affirmative action and all federal rules and regulations concerning equal access and treatment for all students, faculty, and staff. These policies also govern all units within KU, including the Center for East Asian Studies (CEAS).

KU has detailed guidelines for ensuring nondiscrimination, equal opportunity, and affirmative action to all University of Kansas employees, students, volunteers, and affiliates and in its hiring practices. For example, the University's Non Discrimination, Equal Opportunity, and Affirmative Action policy helps to ensure Section 427 of GEPA is met. Specifically, the University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785)864-6414, or 1049 Miller Building, 3901 Rainbow Blvd. Kansas City, Kansas, 66160 (913)588-5048, 711 TTY.

For details regarding how the Center for East Asian Studies (CEAS), specifically, plans to address Section 427 of GEPA for purposes of the activities described in this grant application, please see Section B.3 of the narrative. CEAS strives for a balance in hiring that favors historically under-represented groups, women, and members of the East Asian diaspora. Of the 61 CEAS teaching faculty, 30 are female (49%), and 41 are under-represented minorities (64%). The CEAS staff is 50% female and 50% under-represented minorities. The CEAS Advisory Committee is currently 33% minority and 66% female. The EALC tenure track faculty is 75% female and 63% minority.

The NRC/FLAS activities proposed in this application fall within the rubric of KU's general policy on making its facilities and programs accessible to all and overcoming barriers for students with special needs. The University supports the participation of persons with disabilities by providing needed accommodations (e.g., interpreter, Braille materials, sign language assistants for the deaf). All CEAS staff members share a commitment to ensuring equal access and treatment for eligible participants. The buildings in which CEAS and CEAS faculty are housed are all handicapped accessible, including parking set aside for the handicapped adjacent to the buildings and elevator access. Likewise, all classrooms and meeting rooms in which CEAS and the departments of CEAS faculty hold meetings, events, or classes are accessible to students in wheelchairs. All interior signage in all campus buildings in which the events, meetings, and classes associated with CEAS and CEAS faculty are posted in Braille. Students with learning disabilities, or who are hearing or visually impaired, have access to the University's Student Access Services (SAS), which has as its mission "...to facilitate appropriate resources, services and auxiliary aids to allow each qualified student with a disability to equitably access educational, social, and career opportunities at the University of Kansas." Components of SAS include staff members with expertise in the areas of Learning Disabilities/Attention Deficit

Hyperactivity Disorders, Physical Disabilities, Psychological, Deafness & Hard of Hearing and Blindness & Visual Impairment. SAS is just one of the many resources available to students at KU. Qualified students are encouraged to utilize services available throughout the campus (e.g., Academic Achievement and Access Center, <http://achievement.drupal.ku.edu>, Writing Center, <http://writing.ku.edu>, Math Help Rooms, <http://www.math.ku.edu/academics/kap/help-room/tutoring.html>, as well as services through SAS. For details, please see <https://achievement.drupal.ku.edu> and <http://disability.ku.edu>. The University's policy regarding compliance with The Americans with Disabilities Act can be found at <http://disability.ku.edu/ada>.

The University of Kansas has a strong commitment to serving traditionally underserved minority populations and strives to increase the ethnic and cultural diversity of its student population, which was 21% minority in Academic Year 2017-18; 23.6% for incoming freshmen.

The KU Chancellor, Provost and Dean of the College have a comprehensive sense of diversity that means having faculty, staff and students from diverse backgrounds and experiences. This includes encouraging a wide range of intellectual, cultural and religious perspectives to be expressed and celebrated across campus. CEAS director and staff are committed to continuing diversity within East Asian studies at KU including affiliated students and faculty through recruitment and training.

Further, KU encourages non-traditional students through on-campus daycare, late-afternoon and evening courses, online courses through KU Continuing Education (KUCE), and articulation agreements with community colleges. Additionally, Kansas residents who are 60 years of age or older (senior citizens) may request a waiver of tuition and Lawrence/Medical Center required campus fees. From 2008 to 2013, KU was selected by the Army for the US Army Wounded Warrior Education Initiative and 14 veterans received scholarships for KU. After the Army program ended in 2013, KU established the KU Wounded Warrior Scholarship in order to continue funding higher education for veterans.

Signature of Authorized Representative: \_\_\_\_\_



Typed name of Authorized Representative: Alicia M. Reed, Director, Research Administration

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Kansas Center for Research, Inc.

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Alicia Middle Name: M.  
\* Last Name: Reed Suffix:  
\* Title: Director, Research Administration

\* SIGNATURE: Alicia M Reed

\* DATE: 06/23/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	John	J .	Kennedy	

Address:

Street1:	KU Center for East Asian Studies
Street2:	1440 Jayhawk Boulevard, 201 Bailey Hall
City:	Lawrence
County:	Douglas
State:	KS: Kansas
Zip Code:	66045-7574
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
785-864-3849	785-864-5034

Email Address:

kennedy1@ku.edu
-----------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)



## ABSTRACT

### Building Global Competencies in the 21st Century

The Center for East Asian Studies (CEAS) at the University of Kansas (KU) is the premiere East Asian outreach unit in the Great Plains, collaborating effectively with partners to disseminate knowledge about East Asian language and culture throughout the region. CEAS is distinctive for its Central Plains location, innovative and high quality language pedagogy and training in Chinese, Japanese, Korean, Tibetan and Uyghur, breadth and depth of East Asian coverage with 61 core and associate faculty in 29 departments, outstanding library collection (11<sup>th</sup> among public university EA libraries), strong record of support for faculty and student research on East Asia, close relationship with the US armed services, and dynamic and well-established outreach program serving K-12 and post-secondary educators, government, military, and business throughout the Great Plains. CEAS is well positioned to assist K-12 and post-secondary students in the Great Plains to build their global competencies in order to meet the public and private workforce needs of the 21<sup>st</sup>-century.

The University of Kansas is a major educational and research institution with more than 19,300 undergraduate students, 8,300 graduate students, 2,800 faculty, and a long tradition of excellence—it has the oldest chapter of Phi Beta Kappa west of the Mississippi. KU's membership in the Association of American Universities signifies its excellence in graduate and professional education and the highest achievements in research internationally. KU serves as a strong center for learning, scholarship, and creative endeavor in Kansas and the region. As the 2018 *Fiske Guide* observes, "KU's academic value is hard to beat. With nearly 50 nationally ranked academic programs, Kansas's reputation (the non-basketball one) continues to grow. Comprehensive study abroad programs, a distinctive honors program, and a robust sense of school spirit are just some of the reasons students choose to be a Jayhawk. 'To put it simply,' says one proud student, "greatness is our greatest tradition." The university's ranking of 6<sup>th</sup> in the nation for Fulbright awards in 2018 and 18<sup>th</sup> in the nation among public doctoral research universities for the percentage of undergraduates who study abroad are but two pieces of evidence to show the strength and depth of KU's commitment to international education in particular. That commitment is also manifest in the university's strong support for CEAS in terms of faculty hiring, library holdings, study and research abroad, and facilitation of international agreements.

CEAS seeks funding as a **COMPREHENSIVE** Center with **FLAS** Fellowships to advance the Title VI mission of strengthening language and area studies, training of students to meet areas of national need, teacher training, and outreach to underserved populations through sustained collaboration with Community Colleges and Minority Serving Institutions. CEAS's proposed activities respond to the absolute and competitive priorities set forth in the 2018 NRC Regulations and will have a long-term impact on the training of students to meet national needs at KU, and at regional K-16 schools and colleges. CEAS proposes a program to strengthen:

1. Language Instruction: Proposed activities will strengthen language and area studies instruction at KU by adding advanced level language courses, developing open access language instructional materials, particularly in Uyghur, providing proficiency data to

improve instruction, and providing opportunities for language practice with native-speakers outside the classroom.

2. Area Studies Instruction: Activities will enhance area studies instruction by adding new 100% East Asia courses, expanding the range of courses that pair with and support the Uyghur and Tibetan language programs, improving access and training for students in professional schools (particularly Business and Education), enhancing library resources, and providing programming on research areas of interest to faculty and students.
3. Training in Areas of National Need: CEAS proposes to enhance training for students in areas of national need by adding instructional capacity in East Asian regional security to KU's Security and Intelligence Studies program, and providing East Asia focused career, social science research, and public intellectual training activities for FLAS and other students and by extending these resources to K-12 students and students at partner post-secondary institutions.
4. Training Programs for Current and Future K-12 Teachers: CEAS has planned a series of standards-based teacher training programs designed to help K-12 teachers to incorporate EA content into their curricula. CEAS will collaborate with KU's School of Education to provide training to both future and current teachers, work with practicing K-12 educators to develop a new set of web-based instructional materials with a particular emphasis on active learning strategies, and provide regular teacher workshops in conjunction with KU's other Area Studies Centers.
5. Engagement with Community Colleges and Minority Serving Institutions: CEAS proposes to build on existing partnerships with 3 regional Community Colleges and MSIs and two partner organizations that serve Community College and MSI faculty to provide faculty development opportunities, expand East Asia curricular capacity, increase opportunities for Community College/MSI students to learn about opportunities in East Asian studies both at home and abroad, and build a database of curricular materials specifically for faculty without formal East Asian studies training. Over the course of the project, CEAS will extend these opportunities to additional Community Colleges and MSIs in the Great Plains region.

CEAS will address *NRC Competitive Preference Priority 1* through a variety of collaborative activities with MSIs and Community Colleges, and meet *Competitive Preference Priority 2* with activities in conjunction with KU's School of Education. For *FLAS Competitive Preference Priority 1*, CEAS will give preference in the fellowship award process to both undergraduate and graduate students who demonstrate financial need. Finally, CEAS meets *FLAS Competitive Preference Priority 2* by continuing to award all of our academic year and summer FLAS fellowships in 5 less and least commonly taught languages that are critical for our national needs.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

---

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File



## **COMPREHENSIVE NRC & FLAS APPLICATION 2018**

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

### Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center  
☐ Undergraduate National Resource Center  
☒ Foreign Language and Area Studies Fellowships

### Federal Funds Requested

#### NRC Request

Year 1: \$265,971 Year 2: \$266,130 Year 3: \$268,671 Year 4: \$264,308

#### FLAS Request

Year 1: \$282,000 Year 2: \$282,000 Year 3: \$282,000 Year 4: \$282,000

### Type of Applicant

- ☒ Single institution The University of Kansas Center for East Asian Studies  
☐ Consortium of institutions  
☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

### NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input checked="" type="checkbox"/> EAST ASIA/PAN ASIA   | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Chinese, Japanese, Korean, Tibetan, and Uyghur

## ACRONYMS GUIDE

<b>AC</b>	Advisory Committee	<b>IDS</b>	Instructional Development Services
<b>ACTFL</b>	American Council of Teachers of Foreign Languages	<b>IIE</b>	Institute of International Education
<b>ADA</b>	Americans with Disabilities Act	<b>ILL</b>	Interlibrary Loan
<b>ASC</b>	Area Studies Center	<b>ISEP</b>	International Student Exchange Program
<b>AY</b>	Academic Year	<b>ISP</b>	Interagency Studies Program
<b>BA</b>	Bachelor of Arts	<b>JCCC</b>	Johnson County Community College
<b>BS</b>	Bachelor of Science	<b>JSA</b>	Japan Studies Association
<b>CC</b>	Community College	<b>K-12</b>	Kindergarten through 12 <sup>th</sup> grade
<b>CEAL</b>	Council on East Asian Libraries	<b>KASC</b>	Kansas African Studies Center
<b>CEAS</b>	Center for East Asian Studies	<b>KCTA</b>	Kansas Consortium for Teaching about Asia
<b>CGIS</b>	Center for Global and International Studies	<b>KU</b>	University of Kansas
<b>CIEE</b>	Council on International Educational Exchange	<b>KUCR</b>	University of Kansas Center for Research
<b>CIKU</b>	Confucius Institute	<b>KUL</b>	University of Kansas Libraries
<b>CLAS</b>	College of Liberal Arts and Sciences	<b>LCTL</b>	Less or Least Commonly Taught Languages
<b>CODL</b>	Center for Online and Distance Learning	<b>MA</b>	Master of Arts
<b>CJK</b>	Chinese, Japanese, and Korean	<b>MEXT</b>	Ministry of Education, Culture, Sports, Science and Technology (Japan)
<b>CTE</b>	Center for Teaching Excellence	<b>MOFA</b>	Ministry of Foreign Affairs (Taiwan)
<b>EA</b>	East Asia	<b>MS</b>	Middle School
<b>EAL</b>	East Asia Library	<b>MSI</b>	Minority-Serving Institutions
<b>EALC</b>	East Asian Languages and Cultures	<b>NCIP</b>	North American Collection Inventory Project
<b>EFC</b>	Expected Family Contribution	<b>NRC</b>	National Resource Center
<b>EGARC</b>	Erma Garinger Academic Resource Center (Language Lab)	<b>NSEP</b>	National Security Education Program
<b>EEO/AAE</b>	Equal Employment Opportunity/Affirmative Action Employer	<b>OIP</b>	Office of International Programs
<b>FAFSA</b>	Free Application for Federal Student Aid	<b>OMA</b>	Office of Multicultural Affairs
<b>FLAS</b>	Foreign Language Area Scholarship	<b>OPI</b>	Oral Proficiency Interview
<b>FTE</b>	Full-time Equivalent	<b>OSA</b>	Office of Study Abroad
<b>FY</b>	Fiscal Year	<b>PhD</b>	Doctor of Philosophy
<b>G</b>	Graduate	<b>ROTC</b>	Reserve Officers' Training Corps
<b>GAP</b>	Global Awareness Program	<b>SIS</b>	Security and Intelligence Studies
<b>GIST</b>	Global and International Studies	<b>SLLC</b>	School of Languages, Literatures, and Cultures
<b>GTA</b>	Graduate Teaching Assistant	<b>SOF</b>	Special Operations Forces
<b>GWLA</b>	Great Western Library Alliance	<b>STEM</b>	Science, Technology, Engineering, Math
<b>HCH</b>	Hall Center for the Humanities	<b>STEAM</b>	Science, Technology, Engineering, Math plus Arts
<b>HS</b>	High School	<b>T/T-T</b>	Tenured/Tenure-track
<b>IAS</b>	International Area Studies	<b>UG</b>	Undergraduate
<b>ICCAE</b>	Intelligence Community Center for Academic Excellence	<b>URM</b>	Under Represented Minority

## TABLE OF CONTENTS

### Project Narrative: Comprehensive NRC/FLAS Proposal

<b>A.</b>	<b>Program Planning and Budget</b>	<b>1</b>
<i>A.1.</i>	<i>Activities Meet NRC Goals</i>	<i>1</i>
<i>A.2.</i>	<i>Strengthened Program's Effectiveness &amp; Efficiency</i>	<i>1</i>
	Table A1: Timeline of Major Proposed Activities	2
<i>A.3.</i>	<i>Costs Support Program Objectives</i>	<i>6</i>
	Table A2: Proposed Title VI Support Percentages	6
<i>A.4.</i>	<i>Long-Term Impact</i>	<i>6</i>
<b>B.</b>	<b>Quality of Staff Resources</b>	<b>7</b>
<i>B.1.</i>	<i>Qualifications of Faculty and Staff</i>	<i>7</i>
	Table B.1: KU Faculty Development Opportunities	8
<i>B.2.</i>	<i>Staffing and Oversight</i>	<i>9</i>
<i>B.3.</i>	<i>Non-Discriminatory Practices</i>	<i>10</i>
<b>C.</b>	<b>Impact and Evaluation</b>	<b>11</b>
<i>C.1.</i>	<i>Impact</i>	<i>11</i>
<i>C.2.</i>	<i>National Needs and Dissemination to Public</i>	<i>13</i>
	Table C1: Extent of Outreach: Participants in CEAS Activities 2014-2018	14
<i>C.3.</i>	<i>Equal Access</i>	<i>14</i>
<i>C.4.</i>	<i>Evaluation Plan</i>	<i>15</i>
<i>C.5.</i>	<i>Post-Graduate Employment Record</i>	<i>17</i>
	Table C2: Career Placement as of June 2018	17
<i>C.6.</i>	<i>Improved Supply of Subject Area Specialists</i>	<i>18</i>
<i>C.7.</i>	<i>FLAS Fellowships Address National Needs:</i>	<i>19</i>
<b>D.</b>	<b>Commitment to Subject Area</b>	<b>19</b>
<i>D.1.</i>	<i>Institutional Support</i>	<i>20</i>
	Table D1: Institutional Support/Leveraged Funds CY 2017	20
	Table D2: CEAS Outreach Partners at KU	22
<b>E.</b>	<b>Strength of Library</b>	<b>23</b>
<i>E.1.a.</i>	<i>Strength of EA Holdings</i>	<i>23</i>
	Table E1: Institutional Support for EAL	25
<i>E.1.b.</i>	<i>Research Materials Access</i>	<i>25</i>
<b>F.</b>	<b>Quality of Non-Language Program</b>	<b>27</b>
<i>F.1.</i>	<i>Quality and Extent of Course Offerings</i>	<i>27</i>
<i>F.2.</i>	<i>Interdisciplinary Courses</i>	<i>28</i>
	Table F1: Faculty with Interdisciplinary Training	28
<i>F.3.</i>	<i>Sufficient Numbers of Non-lang Faculty and Training</i>	<i>28</i>
<i>F.4.</i>	<i>Depth Across Disciplines</i>	<i>29</i>
	Table F2: Gateway Courses	30
	Table F3: Clusters of East Asian Studies Strength Across Disciplines	30
<b>G.</b>	<b>Quality of Language Instruction</b>	<b>31</b>
<i>G.1.</i>	<i>Extent of Language Instruction and Enrollment</i>	<i>31</i>
<i>G.2.</i>	<i>Languages with 3 or More Levels and Across Disciplines</i>	<i>32</i>
<i>G.3.</i>	<i>Sufficient Language Faculty and Training</i>	<i>32</i>
<i>G.4.</i>	<i>Quality Measures and Adequacy of Resources</i>	<i>34</i>
	Table G1: 2018 OPI Scores After Second, Third, and Fourth Year C, J, K	35
<b>H.</b>	<b>Quality of Curriculum Design</b>	<b>36</b>

<b>H.1. Incorporation into UG Program</b>	<b>36</b>
Table H1: East Asian Languages and Cultures BA Requirements	37
Table H2: EA Courses in the KU Core	38
<b>H.2. Academic and Career Advising</b>	<b>39</b>
<b>H.3. Graduate Training Across Disciplines</b>	<b>40</b>
Table H3: East Asian Languages and Cultures MA Requirements	40
Table H4: CEAS MA in Contemporary East Asian Studies Requirements	41
<b>H.4. Student Access to International Experience</b>	<b>42</b>
<b>I. Outreach Activities</b>	<b>43</b>
<b>I.1. Regional and National Impact of Outreach</b>	<b>43</b>
I.1.a. To K-12 Schools	44
I.1.b. To Postsecondary	45
I.1.c. To Business, Media, General Public	46
<b>J. FLAS Awardee Selection Procedures</b>	<b>47</b>
<b>J.1. Selection Plan and Response to Priorities</b>	<b>47</b>
<b>K. Competitive Preference Priorities</b>	<b>50</b>
<b>K.1. National Resource Centers</b>	
K.1.a Collaboration with CCs and MSIs	50
K.1.b Collaboration with Other Units and Institutions	50
<b>K.2. FLAS Priorities</b>	<b>50</b>
K.2.a Preference for Students with Financial Need	50
K.2.b Percentage of Priority Languages	50

## **Information to meet HEA**

### **Appendices**

- A. Curriculum Vitae and Position Descriptions**
- B. Course List**
- C. Performance Measures**
- D. Letters of Support**



**A. Program Planning and Budget (Bdgt). A.1 Activities Meet NRC Goals:** The proposed activities respond to the absolute and competitive priorities set forth in the 2018 NRC Regulations. Activities have been developed on solid collaborative foundations in consultation with our partners and have buy-in from faculty and staff at KU and partner institutions (**Appx. D**). Activities aim to 1. Improve language instruction by adding language courses, creating language practice opportunities, and providing proficiency data to improve instruction; 2. Enhance area studies instruction and research through addition of new 100% East Asia (EA) courses, organization of faculty-led symposia and conferences, enhancement of library resources, and support for School of Education and STEM faculty adding EA content to existing courses; 3. Enhance training opportunities for students in areas of national need with a seeded position in East Asian Regional Security, career, research, and public intellectual training series for EA students, and course redesign for EA courses to fit into the new security studies program; 4. Expand and enhance EA opportunities for Community College and Minority Serving Institution (CC/MSI) faculty and students through a series of training activities with regional partners and development of EA focused curricular units, and 5. Create and deliver training opportunities for current and future teachers through teacher workshops, collaborations with KU's School of Education, and development of a short course on integrating EA content into the High School (HS) classroom. **A.2. Strengthened Program's Effectiveness & Efficiency:** The proposed activities will develop capacity at KU and for our partners over time in all 5 areas mentioned above. (**Table A.1**), *Language Instruction*: 5<sup>th</sup> year lang. classes in Chinese, Japanese, and Korean (CJK) and 2 levels of Uyghur and Tibetan will strengthen KU's ability to train students in these 5 critical languages. A 3-credit "Chinese for Business" class will make Chinese accessible to professional school students. Language tables staffed by native speakers provide

additional language training opportunities. Development of open access instructional materials in Chinese, Korean and Uyghur will serve students of these languages at University of Kansas

(KU) and elsewhere.

ACTFL and pedagogy

training and proficiency

based evaluation of

instruction will

strengthen quality of

language instruction at

KU and benefit Graduate

Teaching Assistants

(GTA) and Lecturers,

who, as graduate (G)

students in East Asian

Languages and Cultures

(EALC) and Second

Language Studies, will

go on to teach languages

at other institutions. *Area*

*Studies Instruction and*

*Research:* New course

development grants for

courses with material on

**Table A.1 Timeline of Major Proposed Activities**

Language Instruction	Yrs. 1-4, Introductory and Intermediate Tibetan and Uyghur Yrs. 1-4, 5 <sup>th</sup> yr. Chinese, Japanese, Korean Yrs. 1-4, Materials Development for Chinese, Korean and Uyghur Yrs. 1-4, OPI Testing and Evaluation of Lang. Pedagogy Yrs. 1-4, Lang. Tables for Chinese, Japanese, and Korean Yrs. 1,4, Support for Lang. Faculty travel to Pedagogy Conferences Yr. 1, Develop Chinese for Business to be taught yrs 2-4 Yr. 1, ACTFL Training Workshop
Area Studies Instruction and Research	Yrs. 1, New Course Development with content related to Uyghur and Tibetan speaking regions to support languages Yrs. 1-4, Annual EA Symposium (Therapeutic Mindfulness, Silk Road, Economic Inequality, One Belt One Road) Yr. 4, EA Conferences (Mooncakes to Sundays, MCAA) Yrs. 1-4, Support for Faculty Research and Conference Travel Yrs. 1,4, Faculty Development Trips to EA for Education and STEM faculty to promote development of EA course content Yrs. 1-4, Chinese and Japanese Calligraphy Yrs. 1-4, Library E-resource Enhancement
Training Students to meet National Needs	Yrs. 1-4, Search for and Hire T-T Faculty in EA Regional Security Yrs. 1-4, Career, Research, and Public Intellectual Training Programs for FLAS and other EA Studies Students Yrs. 1, 4 INDOPACOM Symposia with Fort Leavenworth Yrs. 3-4, Course Development for Security & Intelligence Program Yr. 1, Business in Korea symposium with KU School of Business
Projects with CCs and MSIs	Yrs 1-2, Support for JCCC “Internationalizing the Curriculum Initiative” Yrs 1-4, Support for Pratt CC “Adding East Asia to the Curriculum” Series Yrs. 1-4, Support CC Faculty Participation in JSA Meeting and development of instructional materials to be housed on CEAS website Yrs. 1-4, Support for Presenters at Midwest IIE Workshops Yrs. 1-4, Global Studies Symposia, with Donnelly College and area CCs and KU ASCs Yr. 3, “Internationalizing the Curriculum” Workshop for CC faculty, co-sponsored by JCCC and KU ASCs
Support for Current and Future Teachers	Yrs. 1-4, Development of Open Access Instructional Materials for K-16 use Yrs. 1-4, K-16 Teacher Workshops with other ASCs Tied to Yearly Themes Yrs. 1-4, East Asian Litfest workshop for Middle School Teachers and Students Yrs. 1-4, Internationalizing the Curriculum Session at KU School of Ed. professional development conference for educators. Yrs. 1-2, Create Open Access Short Course on integrating EA content into the High School Curriculum Yrs. 1-4, Support for School of Education’s TESOL Practicum in South Korea

Uyghur and Tibetan speaking regions will strengthen the number and quality of courses that support students of those languages. Faculty-led symposia, conferences, and speaker series on topics related to their research will strengthen KU's EA research engagement with the national and international EA community and enhance opportunities for G and undergraduate (UG) students to engage with current scholarship in the field. Faculty development for School of Education and STEM faculty will expand education and STEM students' exposure to EA content and further training opportunities. *Training Students to meet National Needs:* The tenure track (T-T) hire in EA Regional Security along with course redesign in other disciplines to fit the Security & Intelligence Studies (SIS) Program will significantly strengthen KU's capacity to train students to meet national needs by contributing EA expertise and courses to KU's new certificate, minor and major in SIS. Career, research and public intellectual training programs for FLAS and other EA G and UG students will prepare students to find and serve in positions in areas of national need. *Collaboration with CCs/MSIs:* We propose a set of activities in collaboration with faculty from CCs and MSIs that build upon strong relationships we have developed over the past 4 years (**Appx. D**). We have worked with partners at Pratt Community College, Johnson County Community College, (JCCC) and Donnelly College (an MSI), to develop a scaffolded set of workshops that will strengthen international content and exposure to international opportunities in their curricula (particularly, in the case of JCCC, in career/tech and STEM). Workshops will help instructors explore and develop their own intercultural competency skills, acquire knowledge about EA relevant to their particular fields, redesign their courses to incorporate instructional units on EA, and develop assessments to determine the efficacy of their interventions. Our partnership with JCCC will culminate in a workshop for faculty from other regional CCs, including Pratt, to explore ways of replicating the JCCC model elsewhere. Faculty

and students from Pratt CC, Donnelly, and other area CCs will present with and learn from KU faculty and students at the annual Global Studies Symposium, an event we piloted in Spring 2018 with Donnelly, that offers students at these schools an opportunity to showcase their EA research and experience and learn about opportunities to expand their knowledge about EA. Our partnership with the Japan Studies Association (JSA), will yield additional resources that our regional CC partners will be able to take advantage of. CC faculty attending JSA workshops will develop open access instructional materials for distribution to other CC faculty. *Support for Current and Future Teachers:* Through a sustained program of teacher workshops, materials and active-learning strategy development projects, and collaborations with KU's School of Education (**Appx. D**), we will strengthen outreach to current and future teachers, work with teachers and KU faculty to develop standards based, online instructional resources, and develop online tools to guide current and future teachers in the utilization of the resources we are making available. Our signature K-12 outreach event, the East Asian Litfest, brings 1-3 authors of young adult fiction or nonfiction on EA topics to Lawrence for a panel discussion and workshop for teachers, middle school (MS) students, and students from schools of education from the region. Regional MS teachers integrate the featured texts into their curricula prior to the event, and students meet the authors, discuss the content and participate in author-led creative writing workshops. We propose a series of annual teacher workshops in conjunction with KU's other area studies centers (ASC) that are linked to yearly themes. We will also have a master teacher work with outreach coordinator Snider and workshop participants on integrating workshop content into their curricula. Also with the other ASCs we will host an annual world language fair for MS and HS students. With KU's School of Education we will support pre-departure programming and airfare for an additional instructor for the TESOL Practicum in South Korea that takes 15-20 School of

Ed. students each summer. We will develop an “internationalizing the curriculum” session for the KU School of Ed.’s annual professional development conference for teachers. We will undertake a STEAM (STEM plus arts) kite project in conjunction with the School of Ed. math and science teacher education program. Our emphasis on curriculum development at KU and partner institutions, combined with our commitment to make new curricular units available on the web, will yield more extensive, deeper and better informed training of students at all levels at KU, our partner institutions, across the Great Plains, and beyond. Effective Use of Personnel and Resources: Our outreach staff, consisting of Outreach Coordinator Amanda Snider and education outreach assistant Junfu Gao, is well positioned to develop and undertake the proposed programming in conjunction with KU faculty and faculty/administrative partners at other institutions (K-12 and CCs/MSIs). All proposed outreach programming has resulted from planning discussions with these partners. All CEAS activities will be planned and executed by CEAS staff who regularly spend time in area classrooms working directly with K-12 teachers and leading workshops (Snider, Willis); communicating with faculty at regional institutions of higher ed., and organizing activities for the public (Snider, Gao, Hope); disseminating information about CEAS activities, planning, and career events (Snider, Hope); and supporting student scholarship (Snider) and advising (Mizumura) needs. Partial support for the salary of an additional community outreach staff (TBD), and Mizumura enable them to maximize and extend CEAS’s resources. CEAS staff work closely with faculty to develop outreach programming and teacher training and to encourage strategic and thoughtful extension of KU’s regional impact. NRC support for CEAS faculty provides opportunities for research and dissemination of findings and for integration of new research into instruction for both UG and G students. Support for language instruction permits extension of instructional capacity by allowing faculty to teach upper level

lang. classes (Japanese), allowing the expansion of advanced lang. classes (5<sup>th</sup> yr. CJK), and facilitating a pathway for heritage speakers to seamlessly matriculate into Chinese. Support for (Oral Proficiency Interview) OPI testing, and ACTFL training for all EA langs. will enable continued improvement of instructional quality. Support for library materials collection (library travel) and database purchases extends library capacity to serve KU faculty and students, and users across the region and nation. **A.3. Costs Support Program Objectives:** See **Bdgt.** We economize by collaborating with other units, drawing on local resources, and using electronic media for its cost-effectiveness for its range and adaptability to various learning environments. To maximize our audiences and effectiveness, we will disseminate workshop products through our website. We extend the effectiveness of NRC funds with resources from KU and other granting agencies and foundations. Strong institutional support for Center staffing as well as language and area studies instruction means a high percentage of NRC funds are dedicated to outreach and activities in collaboration with external partners,

<b>Table A.2 Proposed Title VI Support Percentages</b>	
Administrative	4%
Language Development	37%
Non-Lang Development	19%
K-16 Outreach	26%
Faculty Development	4%
Library Enhancement	6%
Evaluations	4%

(**Table A.2**). **A.4. Long Term Impact:** Proposed activities will have a sustained impact on training for UG, G and professional school students at KU. UG and G training: UG and G students will benefit from a faculty hire in EA regional security, new course development, EA internships, support for lang. instruction and the library. EA faculty will develop at least 2 new 100% EA area courses per year, and support for EA faculty research will extend the content taught in EA area classes. Lang. faculty will offer upper level courses in CJK, develop open access, research-based instructional materials in Uyghur, Chinese and Korean, and continue to disseminate research on pedagogical best-practices for EA languages. G and UG lang. students will benefit from OPI testing and lang. tables. Professional School Training: Faculty in the

School of Ed. and STEM fields, including Engineering and Health Professions will develop new EA curricular units, and School of Ed. students may participate in the TESOL Practicum in South Korea. STEM/Education students may learn from the Kite Project. Professional School faculty wishing to integrate EA content into their courses may submit proposals for development travel to EA. Chinese faculty will develop a 3 credit “Chinese for Business” course for professional school students who have difficulty fitting the regular 5 credit first year Chinese class into their schedules. FLAS advertising will be disseminated to students in professional schools to increase their EA language study rates.

**B. Quality of Staff Resources: B.1 Qualifications of Faculty and Staff:** All CEAS tenured and tenure-track (T/T-T) faculty hold terminal degrees in their fields and many are internationally known for their research. They publish with leading academic presses and journals, win major fellowships and awards, serve on the governance boards of professional societies, editorial boards, and review panels, and win recognition for distinguished teaching (**Appx. A**). The CEAS staff is likewise well qualified. Incoming Director Kennedy has a PhD in comparative politics with a focus on China, publishes extensively on local governance in China, and has received awards for teaching and mentorship. Assistant Director Mizumura has a PhD in EA Sociology, has taught numerous courses for CEAS and EALC, and teaches both core and elective courses (1 per term) for the CEAS MA program. K-12 Outreach and FLAS Coordinator Snider (MA, Anthropology) has research expertise in Chinese Central Asia, has studied abroad in China and Central Asia on FLAS fellowships and has taught elementary and intermediate Uyghur at KU and English in Turkey. Education Outreach Assistant Gao is a PhD candidate in the School of Ed. researching Chinese and International students in the US, works as a Chinese language GTA and is advisor to the Chinese club. Hope, Associate Director of Kansas Consortium for Teaching

About Asia (KCTA), holds MAs in Japanese Art History and Education, speaks Japanese, and lived in Japan for 9 years. Willis, Executive Director of the Confucius Institute (CIKU), holds an MA in EALC, has worked as a professional Mandarin Chinese interpreter and translator, was a Foreign Service Officer in China with the US Dept. of State 1984-92, and defends her PhD dissertation in Second Language Acquisition in July 2018. **Professional Development**

**Opportunities:** KU provides an array of internal development opportunities for faculty teaching and research (**Table B.1**) and an effective system of grant support. Faculty receive up-to-the-

minute external funding information (email and on-line) from CEAS and the KU Center for Research (KUCR)'s research centers, including the Hall Center for the Humanities (HCH). KUCR, HCH, and the Institute for Policy and Social Research (IPSR) provide grant develop-ment and management support. The Center for Teaching Excellence (CTE), Center for Online and Distance Learning

**Table B.1 KU Faculty Development Opportunities**

- Sabbatical leave every 7 years
- Pre-tenure research intensive semester
- Funds to bridge external grants and salaries
- New Faculty Research Grants and the General Research Fund for summer salary and travel
- Research Excellence Fund Grants to develop interdisciplinary projects that have a UG student research component
- HCH research leave and travel grants
- Provost's Office research and travel grants
- Intra-university Professorships (to study a new subject/discipline)
- Publication subventions
- International Programs travel grants
- CEAS research travel and course development awards
- Big 12 Faculty Fellowships for short term leave for research collaboration at member schools
- CTE workshops to foster excellence in teaching

(CODL), and Instructio-nal Development and Support (IDS) provide pedagogy training and support, including workshops on new teaching tools. Staff opportunities: KU staff have full library privileges, IT access, tuition assistance, fee waivers, and release time to take KU courses for credit. Staff take free workshops on technology, management and grant development at KU.

**Faculty/Staff Teaching and Supervision of Students:** KU emphasizes excellence in teaching, which carries equal weight with research for most T/T-T faculty in evaluations for merit salary, tenure/promotion, and sabbatical leave. T/T-T faculty teach UG and G courses, including



beginning lang. courses. The average teaching load is 4 courses/yr. in the humanities and social sciences. Faculty advise G and UG students in person and by email. Asst. Director Mizumura is available to students 20 hrs/wk. All students have full-time access to departmental advising specialists (Clare Thoman is CEAS advising specialist) who can provide guidance in their majors. CEAS faculty offer directed readings and tutorials to meet special needs; supervise Honors, MA, and PhD theses; and sit on doctoral comprehensive examinations and dissertation committees. CEAS sponsors community-building social events, where faculty and UG/G students interact. CEAS career events provide a forum for informal discussion of academic and career opportunities. **B.2. Staffing and Oversight:** CEAS draws its 61 core and associate faculty members from across the university; 36% are from the professional schools including Architecture, Business, Education, Engineering, Law and Music; 2 are full-time EA subject librarians (Doll and Ito). CEAS By-laws require an Advisory Committee (AC) of 7 elected “continuing core faculty,” 1 student, and the Director (ex officio). AC members include the chair of EALC, 1 EA librarian, and 1 faculty from a professional school, and require a balanced geographic representation. Major planning issues are addressed in annual general meetings; issues arising between meetings are referred to the AC. The AC advises the Director, allocates funds, votes on admission of new CEAS members, and, in collaboration with the College of Liberal Arts and Sciences (CLAS), chooses the CEAS Director. CEAS has standing subcommittees for FLAS, Prizes and Awards, the CEAS MA Program, and the Library. ***Staffing and Oversight for CEAS Administration and Outreach:*** CEAS administration and staffing is overseen by the Dean of CLAS. CEAS is staffed by a Director (Kennedy), Asst. Director for the CEAS MA Program (Mizumura), Outreach Director and FLAS Coordinator (Snider), Associate Director for KCTA (Hope), a Campus and Community Outreach Assistant (TBD), Education

Outreach Assistant (Gao), and Office Manager (Irving), Graduate Student Assistant (Shanks), and 1 undergraduate student worker (Wallace-Demby). CIKU administration is overseen by the School of Ed. and staffed by the Executive Director (Willis), Office Assistant (Hill), and Graduate Student Assistant (Shanks), CIKU has 1 G student intern to provide program assistance, and technical support. CIKU has 5 G student teachers and 2 professors from Central China Normal Univ. who teach Chinese in 5 HS and 1 MS in the region (in person and via distance learning). EALC is part of the CLAS School of Languages, Literatures and Cultures (SLLC) and is independently staffed. The Office of Study Abroad (OSA) manages the CEAS Hiratsuka Summer Institute, faculty-led study abroad courses, and KU programs in China, Japan, Korea and Hong Kong (see **H.4**). The Office of International Programs (OIP) manages the China Direct Exchange Program that sends 2-3 students/yr. to Nankai and Nanjing Universities. Our large EA faculty actively participate in CEAS projects and outreach. Collaboration with the other ASCs and the SLLC magnifies the efficacy of CEAS outreach; the ASCs and the SLLC co-sponsor programs for K-16 teachers and the public, and collaborate on FLAS advertising, recruitment, and the application process. 4 staff in the CLAS Shared Service Center provide accounting, finance, grant administration, and human resources support. **B.3.**

**Nondiscriminatory Practices:** A committed EEO/AE institution, the University of Kansas is proud of its commitment to help all individuals realize their potential. We seek to provide equal opportunity for all individuals to become aware of and apply for available positions, and to ensure equitable treatment of applicants throughout the hiring process and after they become KU employees. KU is committed to taking affirmative action to increase diversity of the University community and in making significant efforts towards inclusion of individuals who may not be sufficiently represented in the present workforce. KU's commitment to

diversity is illustrated by the creation of a Vice Provost for Diversity and Equity, who reports directly to KU's Provost, and an Office of Multicultural Affairs (OMA), which consolidates previously disparate programs aimed at specific diverse populations and includes the Office of Diversity and Equity. In addition, the KU Human Resources Department includes an Office of Institutional Opportunity and Access, which serves as a resource both for hiring managers and job applicants, as well as for current KU employees to ensure equal access and non-discrimination in the hiring and performance review process. Each search conducted for a university position includes proactive initiatives for increasing diversity and providing equal employment opportunity for all potential applicants. To guide faculty/staff composition and retention, the Vice-Provost for Diversity and Inclusion has developed the *Excellence in Diversity Handbook* to center diversity in all hires, with particular emphasis on under-represented minorities (URM). Of the 61 CEAS teaching faculty, 30 are female (49%), and 39 are URMs (64%). The CEAS staff is 50% female and 50% URMs. The CEAS Advisory Committee is currently 33% minority and 66% female. The EALC T-T faculty is 75% female and 63% minority. CEAS has been recognized in the Provost's Office's "Diversity Newsletter" for contributing to diversity at KU.

**C. Impact and Evaluation: C.1. Impact:** The significant impact of CEAS activities is apparent in its role as a regional and national leader in East Asian Language and Area Studies education as well as training of K-16 teachers, KU UG and G students and American military personnel. CEAS provides education and outreach and disseminates reliable, evidence-based, cutting edge research and curriculum to K-16 educators, post-secondary faculty, students, business, government, media, and the public. CEAS has developed quantitative and qualitative measurement of outputs and outcomes that confirm its impact at the local, regional, national, and

international levels and inform further development and refinement of its outreach and activities. These assessments reveal that CEAS has well-integrated academic and professional programs that are vital to KU's international UG and G education, the greater community, the region and nation. **University:** In 2016-17, 606 students took East Asian (EA) language courses, 8,194 took non language EA courses, and 1520 students enrolled in non-language courses with 100% EA content. KU EALC majors graduate with a high proficiency in CJK lang. and cultural competency. A 2018 survey of EA graduates confirms CEAS's impact: 10% of CEAS G and UG alumni currently work in public or military service; 11% are K-12 teachers; 15% work for non-profits; 23% of all alumni (40% of UG alumni) are pursuing graduate study, most in fields related to EA; and the remainder hold jobs in academe (11%) and the private sector (35%) across the nation and world. EA alumni in public service work in intelligence, State Department, military and for the Immigration and Naturalization Service. Recent CEAS alumni are now stationed in Okinawa and South Korea, and US Special Operations Forces (SOF) officers, who studied EA in the MA in Interagency Studies Program (ISP), are stationed at PACOM (now INDOPACOM). Alumni in the private sector work for firms such as Price Waterhouse Cooper and Black & Veatch. Recent EA alumni have gone on to MA and PhD programs in Political Science, Economics, and Education. Others are employed as translators, K-12 teachers of EA languages, and faculty specializing on EA in universities across the country (and world). A 2018 survey of CEAS FLAS alumni indicates that 95% of respondents (40% response rate) regularly use their EA language or area studies skills in their employment or studies: 40% use their language skills daily, 54% use their EA area studies knowledge daily, and 60% use their intercultural competency skills daily. EA alumni also remain connected with KU. To connect alumni with current students, we are starting a new Alumni Hub for EALC and CEAS UG and G

students. CEAS also organizes activities that unite EA scholars from all disciplines to share and expand their EA experiences and research connections. **Community:** CEAS hosts community events and partners with community libraries and arts organizations, such as the Lawrence Public Library, the Lawrence Arts Center, and the Nelson-Atkins Museum in Kansas City to provide EA cultural events and information. EA faculty serve as a local resource for information on EA, providing interviews and comments on recent EA international events for local news media.

**Regional and National:** CEAS events and programs reach across Kansas and the nation providing well-conceived, freely available teaching materials and trustworthy, original area studies and foreign language research. CEAS has published 739 readers, textbooks, monographs, translations, videos, and podcasts on KU with 399,691 downloads since its inception in 2007.

The 22 teaching videos on the KUEALibry You Tube account have 510 subscribers and 125,989 views. K-12 lesson plans and instructional materials on the CEAS website have a national and international impact and are viewed and downloaded by people around the globe. **C.2. National Needs and Dissemination to Public:** CEAS programs are designed to meet the national need to produce individuals with expertise and cultural competence in EA languages and area studies by offering integrated educational programming at all levels that prepares students for careers in education, defense, intelligence, diplomacy and a wide range of 21<sup>st</sup>-century workforce needs, including health sciences, STEM, economics, and information technology. CEAS K-16 teacher training in EA content prepares students in Kansas and the Great Plains for EA language and area studies starting from elementary school and into HS and college, and have high participation rates (**Table C.1**). CEAS courses and faculty support the certificate program in SIS and the Public Policy Track in Political Science. The seeded position in EA regional security will enhance KU's EA capacity to train students in areas of national need (**Bdgt, Appx. A**). CEAS

works with OSA to offer professional summer internships in EA. In 2017 and 2018, 10 UG students interned at the international nonprofit Rural Education Action Program at Shaanxi Normal University, China. CEAS contributes to the ISP MA program by providing EA content and courses for the students (SOF officers stationed at Fort Leavenworth). Over 90 officers have graduated from the program since 2012. CEAS proposes to expand this relationship with Fort Leavenworth with a US Indo-Pacific Command symposium (**Bdgt**). **Dissemination**: CEAS disseminates EA information, training and educational material across Kansas and the nation through KU

ScholarWorks,  
podcasts, educator  
training, conferences  
and community

<b>Table C.1 Extent of Outreach: Participants in CEAS Activities 2014-2018</b>						
	<b>e-letters &amp; Publications</b>	<b>Postcards from Abroad (Radio)</b>	<b>Educator Training</b>	<b>Direct Student Contact</b>	<b>Lectures, Conferences, Symposia, etc.</b>	<b>Community events &amp; Films</b>
<b>2014-15</b>	50,585	78,000	1,413	2,483	2,715	4,834
<b>2015-16</b>	52,356	78,000	1,025	3,727	1,915	3,145
<b>2016-17</b>	49,280	78,000	987	2,487	1,706	5,389
<b>2017-18</b>	51,496	78,000	1,189	3,867	1,567	4,110
<b>Total</b>	<b>203,717</b>	<b>312,000</b>	<b>4,614</b>	<b>12,564</b>	<b>7,903</b>	<b>17,478</b>

events. Participation in CEAS activities remains high (**Table C.1**) with over 50,000 receiving e-publications per year from 2014-18 and over 78,000 annual listeners of Postcards from EA podcasts. During the last 4 years, CEAS has trained over 4,500 K-16 teachers on integrating EA material and activities into their classrooms, and had direct contact with over 12,500 HS and college students introducing material on EA languages and cultures, EA related career opportunities and study abroad. From 2014-2018, CEAS sponsored or co-sponsored over 300 EA related lectures, symposia and conferences with over 7,900 participants. CEAS sponsored EA community events and film series had over 17,000 participants (**Table C.1**).

**C. 3. Equal Access:** CEAS strives to create a welcoming environment for all people and participation of underrepresented groups by providing accessible and affordable EA experience and opportunities. In 2017 URM's made up 21% of the total University of Kansas student

population, which is proportional to the KS population. CEAS collaborates with KU's Multicultural Scholars Program, Multicultural Recruitment Team, OMA, Hawk Talk, Sabatini Multicultural Resource Center, and the Multicultural Road Show. 35% of KU's 2017 incoming freshmen are first generation college students and/or Pell Grant recipients. CEAS collaborates with OSA to increase the participation of underrepresented groups including first generation students in EA study abroad opportunities. Of 131 students who studied in EA in 2016-17, 36% were URMs and 80.9% received financial aid. OSA has developed initiatives to support high financial need students wishing to study in EA. In Fall 2017, OSA launched the Airfare Assistance Program, which provides support to study abroad students who do not have funds to cover the up-front costs of their study abroad program, such as international airfare. OSA collaboration with Council on International Educational Exchange (CIEE) also increases EA opportunities through guaranteed funding to Pell-eligible students of up to \$3,000. Coupled with Freeman Foundation EA Internship grants of \$4,000-\$5,000 provided by OSA, high-need students can receive up to \$8,000 in scholarships and aid for summer internships in EA. In 2017-18, internship scholarships were granted to 50 students, 24 of whom were Pell eligible and 11 of whom self-identify as first generation college students. (See also **H.4**). International students represent 9.5% of KU's student population. CEAS also works with OIP's Global Partners and Global Awareness Programs (GAP) to pair EA international and domestic students for social activities. CEAS seeks out opportunities to partner with K-16 institutions with large populations of URMs. For example, in 2016, CEAS sent Greene to work with teachers and students of Debate KC, an urban debate league that works primarily with URM students.

**C.4. Evaluation Plan:** CEAS uses comprehensive and objective evaluation measures to assess both process and impact of CEAS outreach activities. CEAS has demonstrated strength in process and impact-

focused evaluations and will build on previous successful experience in outreach evaluation for the coming grant cycle. CEAS's evaluation process will employ a mixed methods approach, combining both qualitative and quantitative data to assess NRC and FLAS impact. Data from surveys, primary program documents, and administrative sources will be collected in a new database with help of an evaluation assistant (**Bdgt**) to address specific research questions including the immediate and long-term effectiveness of 1. EA teacher training events, 2. CC/MSI curriculum development programs, and 3. EA career planning and internship programs (**Appx. C**). We will evaluate both process and impact. Process evaluation documents and analyzes the early development and actual implementation of a strategy or program, assessing whether strategies were implemented as planned and whether expected output was actually produced. Impact evaluation assesses the changes that can be attributed to a particular intervention, such as testing several different active learning strategies to identify the most effective way to teach EA content in HS classes (**Appx. C. Goal 1**). CEAS will implement a calendar for on-going evaluation activities and collect results longitudinally to compare data over time. In addition, follow up interviews with a random selection of participants who responded to post-event instruments will be conducted to get more details on how materials/ideas have been implemented. We already integrate evaluation and measurement capacity into each event and program. Indicators used to measure university, regional and national impact include: enrollment data; graduate placement; participation rates; usage of CEAS physical and web-based resources; evaluation instruments and surveys, including student and peer course evaluations, pre-post event evaluations, FLAS alumni surveys every 2 years, EALC alumni surveys (2 & 10 years). **Appx. C.** outlines ways we will use these methods to measure performance. For example, to evaluate K-16 teacher training, performance measures include number of teachers served and



percentage increase in EA material in the classrooms. Data indicators include pre/post event teacher surveys/interviews to determine percent increase of EA content in lesson plans. To evaluate efficacy of EA active learning material for K-16 teachers posted on the CEAS web page, we will measure the number of views and downloads, especially before and after regional teacher training events and e-publication announcements, and in the first two years of the grant cycle, CEAS will evaluate several teacher training methods through intervention research to determine the most effective methods. We will apply similar methods to evaluate goals 2 and 3 of **Appx. C**. These intervention studies and data will be made publicly available through the CEAS web page and shared with IFLE and other NRCs. **C.5. Post-Graduate**

**Employment Record:** UG and G students in EA studies including

FLAS recipients have gone on to professional careers in public

service, post-secondary education, K-12 teachers and the military.

Section **C.1** and **Table C.2** provide statistical information on student

placement. Examples of recent graduates in public service include a

<b>Table C.2 Career Placement as of June 2018</b>	
<b>Career</b>	<b>Percent Graduates</b>
Graduate School	23%
Public Service	8%
Military	2%
Private Sector	25%
K-16 Education	35%
Higher Education	7%

design and patent examiner for the US Patent and Trademark Office in Washington DC, an

Immigration and Naturalization Service trainer in Houston, and a software quality assurance

analyst for the Federal Reserve Bank of Kansas City. Recent graduates work in

the private sector in areas including professional translation, industrial design, law, medical

imaging and international banking. Graduates in the private sector also have jobs in US, Japan,

Korea, Taiwan, Hong Kong and China. 35% of recent graduates are K-12 educators in the US,

Japan, Korea and China. G students in EA studies, especially PhDs, are employed in higher

education and cultural institutions. Recent Art History graduates have T-T or curatorial positions

in EA art history at University of the South, Case-Western Reserve, and Birmingham Museum of

Art. Recent Political Science and History graduates have T-T positions in Chinese politics and EA history at Elizabethtown College and Southern Arkansas University. UG career planning and training are critical steps in career placement including internships and career training. CEAS works closely KU internship programs such as the Department of Political Science's Washington D.C. internship program, the Art History and Museum Studies internship programs, and OSA internships in EA (see **H.4**), and we will continue to make this a point of emphasis in CEAS programming and evaluation (**Appx. C**, goal 3). CEAS co-sponsors career sessions with the KU Career Center and Jayhawks without Borders. From 2014-18, career programs such as "State Department as a Career Field" and "Careers Opportunities in Translation" attracted 250-500 students annually. Speakers have included the Central Diplomat in Residence based at the University of Oklahoma representatives from local multinational companies, and alumni working with the State Dept. The new CEAS Alumni Hub will build a stronger alumni network and help develop internship/career opportunities. **C.6. Improved Supply of Subject Area**

**Specialists:** CEAS's strong lang. and area studies programs at the UG and G levels, including EA instruction in professional schools supplemented by study abroad and career advising combine to make KU a strong producer of EA area specialists. (See **Sections F, G, & H**). Recent changes in the KU general education requirements (KU Core) facilitate double majors and multiple minors within a 4 year graduation timeline. CEAS works with college advisors to demonstrate and advertise the career advantages of pairing EA studies with STEM, Business, Education, and ROTC programs. This includes integrating EA study abroad and EA focused internships (domestic and international) into individual academic plans. The process involves training academic advisors and promoting EA majors, minors, study abroad and internships. 87 UG and G students who graduated in 2017 took 15 credit hours or more with EA content, 190

graduated with at least 9 EA credit hours, and 1,460 graduated with at least 1 EA course. To broaden the scope of EA studies across disciplines, CEAS is developing a certificate in EA Studies that we expect will be available to students by Fall 2019. In 2017, the Defense Intelligence Agency designated KU as an Intelligence Community Center for Academic Excellence (ICCAE), supported by a 5-year, \$1.5 million grant. The ICCAE aims to provide students from diverse backgrounds with multiple curricular pathways in intelligence and security, develop qualified and diverse graduates who will aspire to enter the intelligence community, and advance faculty research in national security and intelligence. CEAS courses and programming fit prominently into SIS, and CEAS is well positioned to work closely with the KU ICCAE regarding K-16 education outreach, especially CCs, on-campus EA security events, and course content development. In Fall 2018, the SIS certificate will be available for undergraduates, the following year SIS will be a track in the Political Science Department, and within three years it will be a major and minor. CEAS interviews with practicing professionals reveal that a growing number of employers in the public and private sector prefer graduate degrees. To meet this need and improve the supply of area specialists, CEAS is establishing a 4+1 MA program through which undergraduates can graduate with a CEAS MA degree with an additional year. **C.7. Fellowships Address National Needs:** 100% of CEAS FLAS awards are in languages on the list of priority languages. To best produce a supply of EA experts in fields of national need, CEAS will prioritize students who list government service, education, business, and NGO-work as their career goals (see **Section J**).

**D. Commitment to the Subject Area:** KU established CEAS in 1959 and has continually supported its mission to promote understanding of EA in the Great Plains region with strong and consistent financial and administrative support including support for hiring and retention of

highly qualified faculty, course development, new academic programs, and study abroad, as well as investment in library resources and museum collections. In spite of a small tax base, the State of Kansas supports at KU the most highly developed international program between the Mississippi River and the West Coast, including a Provost's-level OIP and 5 ASCs. KU has more than 215 international study and cooperative research programs in 71 countries. KU's mission statement guarantees it "will continue to foster global contacts" and "sustain quality and competitiveness in international studies" through research and education. **D.1. Institutional**

**Support:** KU invested \$8,839,184.25 in faculty and staff salaries, library acquisitions, language lab support, faculty and student EA research and travel, and operating Expenses for EA studies in CY17 (**Table D.1**). **Support For Center:** Salaries:

KU funds 100% of the salaries of the CEAS Director (Interim Childs/incoming Kennedy), Outreach Director and FLAS Coordinator (Snider), Office Manager (Irving), Education Outreach Graduate Assistant (Gao), Graduate Assistant (Shanks), and 1 UG student worker and funds 50% of the salary of the Community and Professional Outreach Assistant (TBD) and 75% of the salary of Asst. Director (Mizumura). KU pays 100% of the salaries of CIKU Executive Director (Willis), Office Assistant (Hill) and 2 student assistants. KU funds

100% of the salaries of the Study Abroad Coordinators (Williams, Gerbert, Yun, Frias), and of the 2 EA Bibliographers (Doll, Ito), their program assistant, and student assistants. KU also

<b>Table D.1 Institutional Support/Leveraged Funds CY 2017</b>	
<b><i>Institutional Support</i></b>	
CEAS staff salaries	232,601.00
CEAS T/T-T faculty salaries	6,063,339.00
CEAS Lecturer salaries	233,358.00
GTA salaries	267,351.00
GRA salaries	33,518.00
GTA Tuition waivers	168,727.00
Confucius Institute staff & OOE	302,478.00
EALC support staff & OOE	35,196.25
Admin/support salaries*	361,529
East Asian Library	929,183.00
EGARC language lab*	43,013.00
CEAS IT, events & supplies	5,576.00
Faculty research/travel	88,535.00
Study abroad scholarships (incomplete data)*	74,780.00
<b>Subtotal</b>	<b>8,839,184.25</b>
<b><i>Leveraged Funds</i></b>	
CEAS external grants for research, student learning & study abroad	561,531.00
Spencer Museum of Art (projects at least partly in 2017)	396,757.00
<b>Subtotal</b>	<b>958,288.00</b>
<b>Total</b>	<b>9,797,472.25</b>
All salaries include fringe. *EA portion only	

supports 100% of the salaries of 4 staff in the Shared Service Center who manage CEAS grant budgets and provide accounting, payroll, and HR support. Space: CEAS shares a large main office and a separate conference/reading room with the Center for Global and International Studies (CGIS) and the Kansas African Studies Center (KASC). CEAS has a large outreach room, and 3 additional private staff offices. (total: 1214 sq. ft.). Development: Assistance from HCH, KUCR, and the KU Endowment Association resulted in nearly \$1 million in external grant funding (not including NRC/FLAS funding) to support EA faculty research and language and outreach programming in CY17. ***Support for Teaching Staff***: KU supports 47 CEAS Core Teaching & Research Faculty who primarily work on EA and 14 Associate Faculty who teach some EA content or have a research interest in EA. KU provides domestic and international conference travel support for which faculty may apply. OIP offers new course development support for courses with international content. Teaching is supported by course development workshops and weekly pedagogical seminars at CTE. CODL supports the development of online instructional materials. EGARC (lang. lab) supports lang. pedagogy, materials development (online open access lang. instructional materials) and proficiency testing. ***Support for linkages abroad***: Research and study abroad are facilitated by 46 Memoranda of Understanding with EA universities in China (23), Japan (12), Korea (7), Mongolia (1), and Taiwan (3). OIP manages international agreements, and supports faculty research and partnership development in East and Southeast Asia with a yearly \$32,000 fund, provides advising and guidance for students and faculty seeking grants to study or research in EA (Fulbright, Fulbright-Hayes, Boren, Gilman, etc), and supports visiting scholars from EA who come through exchange agreements, Fulbright, and Chinese government scholarships. OSA houses 1 dedicated EA study abroad coordinator and offers scholarship support to students. In 2016-17 59.3% of all study abroad students received

financial aid for their study abroad, and 20.1% received need-based financial aid. 80.9% (106 of 131) of students studying in EA received financial aid, and 25.2% (33) received need-based aid. **Support for CEAS Outreach:** CLAS funds outreach salaries, provides an annual lecture fund, and assists with publicity and hospitality for visiting speakers. CGIS provides additional web and print advertising

**Table D.2 CEAS Outreach Partners at KU**

<p><b>4 Other ASCs:</b> regular partners for lectures, conferences, symposia, and teacher workshops</p> <p><b>Hall Center for the Humanities:</b> work together to host public lectures</p> <p><b>“The Commons”:</b> interdisciplinary meeting space set up by the Biodiversity Institute and HCH to foster conversation between the arts and sciences (conference space)</p> <p><b>Watson Library:</b> International Reading Room features print media in EA languages and EA exhibits.</p> <p><b>Spencer Museum of Art:</b> regular rotating EA exhibits (3/year) and special EA exhibitions (e.g. Lu Pin, Above Ground, 2018); a venue for CEAS lectures, films, and teacher workshops.</p> <p><b>The Lied Center for the Performing Arts:</b> Asian arts programs (e.g. Kodo Taiko Drummers, 2019) with master classes and workshops for KU students and lectures by CEAS faculty.</p> <p><b>Office of International Programs:</b> programming and training including International Jayhawk Festival, Intercultural Competency Training</p> <p><b>East Asia Library:</b> develop web-based outreach materials and oral histories in conjunction with CEAS.</p>
--

support. Outreach Coordinators of the 5 ASCs often work together to develop multi-regional programming. The entire CIKU budget supports Chinese lang. outreach to regional K-12 schools and businesses. Partnerships with other KU units greatly amplify the impact of CEAS outreach (**Table D.2**). **Support for CEAS Students:** KU’s affordable tuition benefits students. The 192 G and UG students graduating in FY 2017 with EA concentrations or degrees received \$346,490 in institutional grants, scholarships, and fellowships and \$280,711 in tuition waivers and adjustments. In the same year, these students also received \$14,525 in State Grants and Scholarships, \$167,096 in Pell Grants, \$180,096 in Federal Grants, and \$246,224 in Federal Need-based loans (out of \$28,972,493 total). 16 of KU’s exchange agreements with universities in China (5), Japan (4), Korea (5), Hong Kong (1), and Taiwan (1) allow KU students to study abroad for the cost of KU tuition, and KU permits students to use their regular financial aid and scholarships for all approved study abroad programs. EA UGs can compete for \$101,000 annually in UG research awards. Most G students receive support from their departments for 5

years, and EA G students are often employed as lecturers after 5 years. Approximately 80% of the G students in EALC, History, and Art History are supported with GTA (stipend and in-state tuition) positions or curatorial internships (stipend). Anthropology, EALC, History, History of Art, and Political Science hire advanced G students as instructors-of-record for lower division UG courses. CIKU hires G student interns, and students proficient in EA lang. hold cataloging jobs in the East Asia Library (EAL). The Graduate School and individual departments fund student travel to present at conferences. OIP runs a competitive pre-dissertation research award. HCH and OIP assist G students seeking dissertation grants and fellowships. ***Support for Library***

***Resources:*** The EAL is located within KU Library's International Area Studies (IAS) Department. The 2 tenured EA librarians have private office space and the IAS has a public service desk, multi-media conference room, reading area, exhibit cases, and individual study carrels. In CY17 KU provided nearly \$1 million in support for the EAL (see **Section E.1.a & Table E.1**).

**E.1. Strength of Library: E.1.a. *Strength of EA Holdings:*** KU Libraries (KUL) serves Mid-America with the largest collection of EA materials in the Great Plains and Mountain West regions. KUL EA collection size is 11th among all US public university libraries according to the Feb. 2018 Council on East Asian Libraries (CEAL) Statistics. As of June 2017 the CJK collection had over 305,600 print volumes, 6,515 perpetual access ebooks, 3,664 print journals, 21,145 other materials (DVDs, maps, microforms, and streaming videos), and subscription access to more than 15,000 ebooks and 19,019 electronic e-journals via 61 core CJK language databases. Other language materials include some western languages and Tibetan, Mongolian, and Uyghur. The collection supports research and teaching at the advanced comprehensive research level (North American Collection Inventory Project (NCIP) level 4) in Chinese and

Japanese art history, history, and Buddhist studies from medieval to pre-modern periods; and at NCIP level 3 in general EA studies. The EA art history collection is particularly strong in Chinese and Japanese paintings from the medieval to the pre-modern periods, including 8<sup>th</sup> to 12<sup>th</sup> century picture scrolls, mural paintings, calligraphy, Edo period (1615-1868) paintings and ukiyo-e woodblock prints. Graduate level art history research materials held by EAL are usually held by only 5 or 6 US libraries according to the WorldCat Collection Analysis software program tool. Extra collection development efforts have been made in the areas of modern history, EA popular culture, and Japanese women's studies. 4,000-4,500 volumes (print and ebook) are added annually. Monographs are purchased in both print and electronic formats from vendors abroad and in the US. North Korean publications are acquired from Chinese and Japanese vendors. Types of CJK databases include journal articles, laws/regulations/cases, census data and statistical yearbooks, historical and current newspapers, and conference proceedings. E-book databases include reference works, encyclopedias, and dictionaries; dynastic histories and imperial annals, classics, corpus texts, literature collections, dissertations and theses, and local gazetteers. These sources cover all areas of EA humanities and social sciences in full-text or with bibliographic indexes for scholarly re-search. In addition, EAL has more than 30 English multidisciplinary databases with thousands of digital objects and hundreds of streaming videos pertaining to EA studies. E-resources usage stats are evaluated every year for per-usage cost as a basis for renewal and cancellation. Support from the Korea Foundation, the Japan Foundation, and the Title VI NRC have been used to enhance e-resources and develop new and more cost-effective ways of ordering titles. E-resources are negotiated and subscribed to with a consortium of six to eight other medium-sized EA collections. EAL annually hosts visiting scholars from the mid-American region with research travel grants to use the EA



collection. Between 2014 and 2018, scholars came from Utah, Texas, Colorado, Iowa, Oklahoma, and Texas. The EAL holds annual research forums for G students and faculty members where students and faculty present research and get feedback from peers and faculty. EAL created the CEAL statistical database for all EA libraries in 2000 and continues to host and maintain it. We request support to maintain and enhance that database (**Bdgt**). **Institutional Support**: KUL has provided considerable support for the EA collection (**Table E.1**). Total support for 2017 was \$929,183. EA print and electronic resources make up 39% of the total support. **EAL Personnel**: Doll (Chinese and Korean bibliographer) and Ito (Japanese bibliographer) are the two full-time, tenured librarians with a combined 44 years of professional experience. They regularly visit vendors and publishers in their respective regions. One program assistant is responsible for CJK language materials acquisition and works in the Acquisition-

Resource Sharing department. EAL is also served by several part-time student assistants, for a total 4.55 FTE staffing the EAL. Librarians manage collection development, instruction, reference, outreach, and limited in-house cataloging of rush-by-request items. CJK cataloging is outsourced to the Online Computer

Table E.1 Institutional Support for EAL		
Source	2009	2017
EA Prints/ILL/ Membership/ Exchanges	\$160,388	\$203,090
E-Resources (regional specific and general pro-rated by region)	\$232,796	\$162,331
EA Personnel	\$216,911	\$245,615
Processing Costs (Cat. Outsourcing/Preservation/ Service/Supp. Staff)	\$116,246	\$302,647
IT/Supplies/Travel-EA staff	\$10,250	\$15,500
<b>Total</b>	<b>\$736,591</b>	<b>\$929,183</b>

Library Center. Additional subject specialists in various disciplines provide support, including the purchasing of EA-related materials in Western languages in art history, history, political science, law, religious studies, and education. Our user services in consultation, instruction, and course guides software are supported by the SpringShare system. **E.1.b. Research Materials Access**: KUL benefits from cooperation with other Kansas libraries, allowing for greater access to a suite of multi-disciplinary databases. KUL belongs to the Great Western Library Alliance

(GWLA) Consortium, participates in the GWLA cooperative journal archiving project, and is one of the 38 research libraries in The WEST Project, which includes 15 EA collections. KUL EAL founded the GWLA EA Special Interest Group in 2003. Exchanges with US and Foreign Libraries: KUL's Interlibrary Loan (ILL) Service fill rate for KU users is typically 95%, with 78% of articles filled within 48 hours and 62% of books and other formats filled within seven days. KUL's membership in the Center for Research Libraries also provides long-term borrowing privileges for KU patrons. EA librarian, Ito, and KUL ILL librarian, Leon, have provided leadership in establishing and improving resource sharing between North American and Japanese libraries. EAL has an active international gifts and exchange program with four national libraries and approximately 25 academic libraries and museums. EAL also exchanges duplicates and gifts with other GWLA EA collections regularly. EAL participates in the Library of Congress Surplus Program and selects books from its program catalogs. These programs demonstrate a commitment to cooperation with international networks and the GWLA EA libraries network. ***Access to KU Collections:*** KUL materials are available to KU affiliated users and all Kansas residents. KUL's open stack policy welcomes anyone to use collections in person. KUL lends materials worldwide through ILL/Document Delivery services and consistently ranks among the top lending libraries within the GWLA. From FY2014 to FY2017, the ration of ILL borrowing of CJK language materials (2,146) to lending (3,477) was 1:1.6, showing that EAL is a net ILL lender. Open Access: KU ScholarWorks, established in 2003, is the university's institutional repository of faculty publications (see C.1). In 2009, KU became the nation's first public university to pass a faculty-initiated open access policy. Library Outreach. EA librarians have conducted an oral history interview project since 2012 to preserve important EA experiences, including interviews of community members, alumni, and retired faculty. In

addition, they have made K-12 teaching videos to promote hands-on crafts, calligraphy writing, and language learning. All videos are available for online streaming at KU ScholarWorks. With NRC support, EA librarians will develop a new series on *Study Abroad Impact* in which they will interview EA study abroad students to record their experiences and encourage future participants (**Bdgt.**).

**F. Quality of Non-Language Program: F.1 Quality and extent of course offerings:** In AY17-18 147 100% EA non-language courses were taught across KU in 29 departments across the College of Liberal Arts and Sciences and 10 professional schools, with a total enrollment of 1,520 students. Including the additional 421 classes with less than 100% EA content, 8,194 students enrolled in EA courses in 2017-18. Of the 147 non-lang. 100% EA courses, all but 15 (10%) were taught by T/T-T faculty. EA study abroad opportunities are available to students in most majors. *Extent of courses in professional schools:* 22 CEAS faculty teach courses with 25-100% EA content in the professional schools. In Engineering, Medina has incorporated 25% EA content in “Building Thermal Science” and “Energy Management,” and Han offers 25% “Designing with Geosynthetics” that uses case studies from China and Japan. In Law, Bhala, Head, and V. Ho all teach 25% EA courses, V. Ho teaches “Chinese Law,” and all teach in the JD/MA EALC degree program. In Music, Wong-Cruz teaches “Music in East Asia.” The Schools of Architecture, Business, and Education all emphasize study abroad for their students and offer faculty-led programs in EA (see **H.4**). Professional school students may take internships in EA in fields related to their studies. Between fall 2014 and spring 2017, 44% of the 107 majors of the 88 students who did internships in EA were from professional schools. Students in all of these schools can take CLAS EA courses for degree credit. **F.2 Interdisciplinary courses:** The EALC BA and MA and CEAS and Global and International

Studies (GIST) MA programs are all inter-disciplinary. Eastern Civilizations, which combines the study of geography, religion, history, literature, and art, is required of all EALC majors. The 17 EALC UG courses cross-listed with 8 other departments show the interdisciplinary nature of the EALC curriculum. GIST, the second most popular major among EA UG students, requires students to take courses in multiple departments. EALC G students are required to take the interdisciplinary introductory seminar EALC 700 and normally take multiple courses taught by EA specialists in other departments. CEAS G students take courses in GIST and at least 2 disciplines. EALC has a combined MA/JD program with the Law School. EA G students in Art History, Anthropology, History, Geography, Political Science, Religious Studies, and Sociology take courses from EA specialists in other departments to deepen their area studies training (see **Table F.3** for these connections). Some courses are specifically interdisciplinary: Rath (History) has created courses focused on theater and food; Chong (Sociology) and Takeyama (Anthropology) team-teach a course on gender in EA; Dwyer teaches in both Anthropology and Linguistics. Graduate seminars are often interdisciplinary and team-taught courses open dialogues across fields and world areas. Many CEAS faculty bring training in 2 or more disciplines to their teaching (**Table F.1**).

**F.3 Sufficient Numbers of Non-Lang Faculty and Training:** 30 100% EA faculty and 32 <100% EA faculty offer courses in all divisions of CLAS and in 8 professional schools. T/T-T faculty teach at all levels, including introductory courses. 90% of the 100% EA non-lang. courses are taught by T/T-T faculty. GTAs assist faculty teaching large intro. courses. EALC has 8 T/T-T faculty (3 Japanese, 4 Chinese, and 1 Korean) plus a permanent lecturer Korean language coordinator; all T/T-T EALC faculty teach both

**Table F.1 Faculty with Interdisciplinary Training**

Canda (social work/religious studies)
Childs (Japanese literature/history)
Chong (sociology/gender/religion)
Dwyer (anthropology/linguistics)
Head (law/international finance/environment)
Rath (history/theatre/musical performance)
Takeyama (anthropology/gender)
Xiao (Chinese literature/film)

lang. and non-lang. courses. Most depts. with EA specialists have 2 faculty, EALC, History of Art, and Business have 4 or more (**Appx. B**). ***GTA Pedagogy training*** receives special attention under the Chancellor's mandate for excellence in UG education. The Provost's Office conducts an institutional orientation and pedagogy workshop for new GTAs (required). Some depts. (EALC, History) run additional pedagogy workshops throughout the year. GTAs receive discipline-specific training in their depts. and meet weekly with supervising instructors. GTAs are subject to rigorous performance review; future assignments are based on student and faculty mentor evaluations. KUL, HCH, the Graduate School, EGARC, CODL, and IDS conduct workshops to support GTAs in their professional growth. **F.4 Depth Across Disciplines:** Our EA curriculum builds systematically from lower through upper division to G courses; 100-300 level "gateway" courses are taught annually in several departments (**Table F.2**). Advanced 400-600 level UG and G EA courses build on these surveys. Regularly offered G seminars, such as EALC 700, and changing topics/readings seminars in many departments meet MA and PhD requirements. New courses are continually developed to diversify and update the curriculum. EALC courses present EA literature in translation, analyze the structures of EA langs., and explore specific themes, e.g. "Love, Sexuality and Gender in Japanese Literature," "Daily Life in China, Opium War to the Present," and "Shamanism in Korean Culture and Society." History provides in-depth coverage of China, Japan, Korea, Tibet, and Central Asia through upper-level courses including: "Contemporary Greater China," "The Korean War," and "Food in History, East and West." 10 100% EA upper division courses are regularly taught in History of Art, including McNair's "Early Chinese Art," Stiller's "Buddhist Art in Korea," and Kaneko's "Manga: Histories and Theories." For KU's internationally recognized graduate program in EA art history (enrolls 20 MA and PhD stud-ents/yr.), Fowler, Kaneko, McNair, and Stiller

(previously replaced by Lee during a research leave) each teach at least 1 G research seminar/yr and often team-teach seminars. The History of Art Department has the largest number of EA faculty in a single department in the United States. Courses in Religious Studies include “Religion in China,” “Religion in Japan,”

Table F.2 Gateway Courses	
ECIV 104	Eastern Civilizations
EALC 130	Myth, Legend, & Folk Beliefs in EA
REL 106	Living Religions of the East
HIST 118	History of East Asia F, SP
HA 165 or 166	Intro. to Asian Art or Visual Arts of EA
HA 367	Art and Culture of Japan
HA 368	Art and Culture of China
HA 369	Art and Culture of Korea
EALC 330	Chinese Culture
ANTH 368	Peoples of China
HIST 394	Chinese Business History
HIST 397	From Mao to Now
HIST 398	Intro to History of Japan: Anime to Zen
F&MS 302	Survey of Japanese Film

“Reading the Asian Religious Classics,” and “Buddhism and Society in Contemporary Asia.”

We request a seeded position in EA Regional Security to complement Political Science faculty A. Ho in Public Administration who offers “Sustaining Competitiveness in South Korea,” and Kennedy, who teaches “Reform in Contemporary China” and “Chinese Foreign Policy” (see position description in **Appx. A**). In Anthropology, Dwyer, a linguistic anthropologist, teaches “Peoples of China,” offers seminars on the min-ority languages of China and oversees the

Uyghur pro-gram. Takeyama, in Anthro-pology and Women, Gender, and Sexuality Studies, teach-es “Anthropology of Gender: Female, Male, & Beyond.” Chong and C. Kim, in Sociology, teach “Sociology of Gender,” and “Sociology of Asian Americans,” with at

Table F.3 Clusters of East Asian Studies Strength Across Disciplines	
<b><i>By region:</i></b>	<b>Departments with Faculty/Courses</b>
China	Anthropology, EALC, Business, Communication Studies, EALC, Economics, Geography, History, History of Art, Law, Music, Political Science, Public Administration, Religion
Japan	Anthropology, Business, Art & Design, EALC, Film & Media Studies, History, History of Art, Linguistics, Religion, Women, Gender & Sexuality Studies
Korea	American Studies, Business, EALC, Education, Geography, History, History of Art, Journalism, Religion, Social Welfare, Sociology
Central Asia	Anthropology, EALC, Geography, History, History of Art
<b><i>By theme:</i></b>	
Gender	Anthropology, EALC, Sociology, Women, Gender & Sexuality Studies
Business/entrepreneurship	History, Law, Business
Marketing/Communications	Business, Communications, Journalism
Religion & Culture	Anthropology, EALC, History, History of Art, Religious Studies, Social Welfare

least 25% EA content. In Geography, Cheong teaches “East Asia,” and Diener teaches “Understanding Central Asia.” In addition to considerable breadth across disciplines in our course offerings, we have depth not only in CJK studies (across a wide range of disciplines), but also in Central Asian studies. We propose to add more courses with content on Uyghur and Tibetan speaking regions (**Bdgt**). **Table F.3** shows how clusters in regional and topical strength have been built across disciplines.

**G. Quality of Language Instruction: G.1 Extent of Language Instruction and Enrollment:**

In 2017-18, EALC offered 40 lang. courses in Chinese, Japanese, Korean, Tibetan and Uyghur. 1<sup>st</sup> and 2<sup>nd</sup> yr. CJK are all 5 credit hour courses (10 CH per year). Chinese and Japanese are offered at 5 levels, Korean at 4, and with NRC assistance, we offer two levels of Tibetan and Uyghur. To meet the needs of students who studied Chinese in K-12, but could not be placed into the second semester of Chinese (CHIN 108), CHIN 106 has been offered since Fall 2012. With NRC funds, an online heritage section of 1<sup>st</sup> yr. Chinese focuses on elevating literacy to a level commensurate with heritage learners' oral abilities (**Bdgt**). Intensive (160 hr) 1st yr. CJK courses (10 CH) are offered each summer to students from KU and elsewhere. We recruit students from other universities to these courses, and since 2016 through KU's Project GO grant from the Institute of International Education, which provides free language training for ROTC students (13 Chinese, 11 Japanese, and 13 Korean students to date). In summer 2017 6 students enrolled in Chinese, 15 in Japanese, and 4 in Korean. Students have access to a range of study abroad options for intensive language study through KU programs (Hiratsuka, Beijing Normal), year-long exchanges in China, Japan, and South Korea, consortial programs, and student initiated programs. With NRC support, EALC offers a beginning Chinese Calligraphy Class, taught by a renowned Chinese artist, Hong Zhang (**Bdgt**). **Enrollment in Languages:** Although EA cultural

influence is minimal in KS and the Great Plains generally, student interest in EA is high. Of the 36 foreign languages taught at KU in AY16-17, Japanese, Chinese and Korean, were the 5<sup>th</sup>, 6<sup>th</sup> and 11<sup>th</sup> most popular languages, respectively (the 1<sup>st</sup>, 2<sup>nd</sup>, and 7<sup>th</sup> most popular Less Commonly Taught Languages). Total enrollment in EA langs. for AY16-17, was 606. **G.2. Languages with 3 or More Levels and Across Disciplines:** KU offers Japanese and Chinese courses on 5 levels (plus classical) and Korean on 4. Depending on student demand, EALC sometimes offers 3<sup>rd</sup> yr. Tibetan or Uyghur. With NRC funds, we propose to continue offering 2 levels of Uyghur and Tibetan, 5<sup>th</sup> yr. Chinese and Japanese classes, and to add a 5<sup>th</sup> yr. Korean class (**Bdgt**). EALC will increase the credit hours of the upper level Korean courses starting in Fall 2018 to make them parallel to the equivalent Japanese and Chinese language courses (5 credits per course at 3<sup>rd</sup> yr., 3 credits per course in 4<sup>th</sup> yr). Students can take Directed Readings in CJK beyond the 5<sup>th</sup> yr. *Extent of non-lang. courses offered in foreign languages:* 5<sup>th</sup> yr. Chinese and Japanese topical readings courses were introduced in AY09-10. Ito, Mitsugi and Childs have taught courses across the curriculum in Japanese. Students can read texts in the original language in upper level EALC CJK culture or literature classes. G seminars routinely work with EA lang. sources. Field-specific readings courses using CJK sources are taught in EALC, History, History of Art, and Religious Studies. For example, McNair teaches seminars on the translation of Chinese art texts, Rath teaches seminars on the translation of Japanese historical texts, Stevenson teaches “Reading Non-English Religious Texts.” **G.3. Sufficient Language Faculty and Training:** 8 T/T-T faculty (3 Japanese, 4 Chinese, and 1 Korean), 6 Lecturers and 12 GTAs teach lang. courses in EALC. Li, Mitsugi, and Lee (a full-time lecturer) serve as language coordinators for Chinese, Japanese, and Korean respectively; overseeing hiring and training of GTAs and lecturers; pedagogy training; textbook selection; and proficiency testing. Elementary Chinese, Japanese,



and Korean, Intermediate Japanese, 3<sup>rd</sup> yr. Chinese and 4<sup>th</sup> yr. Japanese are normally taught by T/T-T faculty. We request support for a GTA for 2<sup>nd</sup> yr. Japanese to allow Mitsugi to teach 4<sup>th</sup> yr. in Yrs. 2 and 4 (**Bdgt**). Intermediate Chinese is taught by Lou, an experienced Lecturer. Elementary and Intermediate Tibetan are taught by native speaker Lecturer, Lhunpo; Native speaker Lecturer Aizezi teaches 2 levels of Uyghur. With NRC funds, Dwyer and former Uyghur instructor Yakup produced a widely-used (74,378 downloads since 2009) introductory Uyghur textbook *Greetings from the Teklimakan: A Handbook of Modern Uyghur*, available for free through KU ScholarWorks (**C.1, E.2**). We propose support for the creation of open access intermediate Uyghur instructional materials (**Bdgt**). ***Current Language Pedagogy Training for Performance-Based Teaching***: Li (Chinese), Mitsugi (Japanese), and Lee (Korean) are all specialists in second language acquisition and/or foreign language pedagogy. Li has a PhD in Second Language Acquisition and researches the acquisition and instruction of Chinese function words, as well as issues surrounding language placement and articulation between secondary and post-secondary language programs. She presents her research at ACTFL conferences regularly and uses it to implement new teaching strategies for all levels of Chinese instruction at KU. Mitsugi has a PhD in Second Language Acquisition and researches grammar acquisition in Japanese. She evaluated the relationship between reading comprehension and OPI data from 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> yr. Japanese students and in response to the findings, has revised 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> yr. Japanese courses to incorporate a balanced approach with performance-based learning and fact-and-skill instruction. Lee has a PhD in Curriculum and Teaching with a specialization in foreign lang. education, has attended 2 ACTFL OPI workshops and has been working as a certified ACTFL OPI tester in Korean since 2015. She teaches 1st, 3<sup>rd</sup>, and 4<sup>th</sup> yr. Korean. Junfu Gao, a PhD candidate in Curriculum and Teaching, teaches the 2<sup>nd</sup> yr. Chinese drill sessions, and

became a certified OPI tester in 2017. Aizezi (Uyghur) and Lhunpo (Tibetan) participate in the SLLC's Critical Languages Consortium headed by Esra Predolac, who provides guidance on curriculum design, curricular goals and benchmarks, and syllabus preparation, have attended ACTFL training workshops and participate in CEAS-sponsored language pedagogy workshops. All lecturers and GTAs attend EALC GTA training sessions at the start of the year. Lecturers and GTAs teaching summer intensive language courses participate in annual Project GO pedagogy workshops on themes such as best practices for performance based instruction, performance-based assessment, and the application of technology in foreign language instruction. The 3 EALC language coordinators teach EALC 701/702/703: Practicum in Chinese/Japanese/Korean that offers timely support and training for EALC language GTAs. Many GTAs are G students in Curriculum and Teaching or Linguistics. Childs has served on the Association of Teachers of Japanese advisory board and as a consultant for national Japanese language pedagogy workshops and Gerbert, Lee, and Gao have been certified in OPI. **G.4.**

**Quality Measures and Adequacy of Resources: *Performance Based Instruction*:** All EA lang. courses use a communicative lang. teaching and student-centered proficiency-based approach that emphasizes all 4 skills (speaking, listening, reading and writing). EALC expects that students completing 3<sup>rd</sup> yr. language will be able to communicate effectively using the 4 skills and that they will be able to understand and produce a paragraph-long text on a general topic in an EA language that demonstrates both logical cohesion and mastery of grammar and vocabulary. Regular course assessment in all EA languages incorporates real world tasks in writing, reading, listening, and speaking, so students' progress toward the course proficiency goals is monitored closely. Lang. instructors actively incorporate technologies (e.g. VoiceThread) to facilitate increased interaction between instructors and students. In addition to 3

hours of faculty instruction per week, 1<sup>st</sup> and 2<sup>nd</sup>-yr. Chinese, Japanese, and Korean courses include 150 minutes of GTA-led lang. lab using a total immersion model where students build language proficiency by communicating in the target language and in which instruction is given solely in that language. EALC does OPI-style 1-on-1 interviews to assess the oral proficiency of CJK students and to provide them with feedback on their performance. Proficiency test results guide curricular decisions such as textbook selection and materials development. CJK GTAs are trained each year and administer oral exams to students in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> yr. Chinese and Japanese and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> yr. Korean classes near the end of the spring term. *Adequate*

**Resources:** Lang. learning and development of instructional materials is supported by EGARC, which houses an audio/video collection of approximately 13,000 items in over 60 languages including Chinese, Japanese, Korean, Tibetan and Uyghur, 2 active learning classrooms, a computer lab, a media-enhanced conference room, and a soundproofed recording studio. It also assists faculty in the creation of Open Educational Resources, and administers foreign language placement and proficiency exams, including ACTFL certified Oral Proficiency Interviews. Lee (Korean), Li (Chinese), and Aizezi (Uyghur) will all work with EGARC on materials development (**Bdgt**). Uyghur and Tibetan are taught in EGARC's small, mediated conference room. EGARC regularly hires EALC students and recent graduates to assist with EA

lang. instructional

mat-erials. With NRC

funds, structured lang.

tables have been

offered regularly and

have been well-

<b>Table G.1: 2018 OPI Scores After Second, Third, and Fourth Year C, J, K</b>										
<b>Language/Level</b>	<b>Nov Mid</b>	<b>Nov High</b>	<b>Int Low</b>	<b>Int Mid</b>	<b>Int High</b>	<b>Adv Low</b>	<b>Adv Mid</b>	<b>Adv High</b>	<b>Sup</b>	<b>Total</b>
2nd Yr. Chinese	5	4	3	2	2		1			17
2nd Yr. Japanese		2	8	11	3		1			25
2nd Yr. Korean	2	1	9	1	1					14
3rd Yr. Chinese		2	3	1	4		2			12
3rd Yr. Japanese			3	7	5	4	1		1	21
3rd Yr. Korean			4	3	1					8
4th Yr. Chinese							2	1		3
4th Yr. Japanese				2	2	3	4	1		12
4th Yr. Korean				1		1	2			4

attended by students. We propose to continue lang. tables for beg./int. and adv. speakers of CJK and to add a Uyghur language table (**Bdgt**). Additional opportunities for lang. practice are provided by interaction with students from EA and the Asian student clubs and through the Global Partners Program administered by OIP. EA Faculty mentor EA student clubs, such as Chinese language and culture club and Japanese Student Association, and scaffold students' learning outside of classroom through clubs, language tables, and other language-related activities. ***Language Proficiency Requirements:*** The goal of EA lang. instructors is for about half of the students to reach the intermediate low level (on the OPI scale) by the end of their 2<sup>nd</sup> yr. (**Table G.1**). By the end of the 3<sup>rd</sup> yr. 1/3 of students are expected to have reached intermediate mid or high. Intensive 1<sup>st</sup> yr. CJK courses successfully help students achieve the proficiency goals desired by the Project GO program. Our summer 2017 Project GO Chinese student tested at Novice High, 2 students of Japanese tested at Novice High and 2 others at Intermediate Low, and our 2 Korean students tested at Intermediate Low and Intermediate High respectively at the end of the course. ***Proficiency for degrees:*** The BAs in CLAS, Architecture and Design, Arts, and Journalism require 4 semesters of foreign lang. study (for EALC UG major and MA req. see **Tables H.1 & H.4**). In Business, 4 semesters of lang. can fulfill the International Dimension requirement, and up to 6 hours can satisfy the Engineering BS humanities requirement. The EALC and CEAS MA programs require 3 yrs. of lang. study and the EALC MA requires a thesis using original lang. materials. Means of assessing lang. proficiency for MA and PhD degrees vary by department.

**H. Quality of Curriculum Design: H.1. Incorporation into UG programs:** KU offers BA majors and minors in EALC; students in 11 additional majors can concentrate in EA; the GAP certificate includes EA content; and EA courses satisfy distribution requirements for all UG

students. OSA has mapped EA study abroad options onto many majors that permit seamless integration of study abroad into tightly planned majors in STEM and professional schools. For example, Chemical Engineers and Elementary Education majors can opt to study abroad at Korea University, Petroleum Engineers and Community Health majors may study at University of Hong Kong. **UG Training:** EALC: Students can earn a 29-32 credit hour BA in East Asian Languages and Cultures. EALC offers six undergraduate BA degrees: “Chinese language and literature,” “Japanese language and culture,” “double-language concentration,” “EA Studies with Chinese Language,” “EA Studies with Japanese Language,” or “EA Studies with Korean Language.” (Table H.1) Qualified majors may write an honors thesis under supervision of a CEAS faculty member. EALC offers 2 UG minors. Minor I requires completion of 3<sup>rd</sup> yr.

Table H.1 East Asian Languages and Cultures BA Requirements					
Japanese Language and Literature Concentration	Chinese Language and Literature Concentration	East Asian Area Studies with Korean Concentration	East Asian Area Studies with Chinese Concentration	East Asian Area Studies with Japanese Concentration	Double Language Concentration
At least 1 term of 4 <sup>th</sup> year Japanese language, plus at least 1 term of JPN 569 or Japanese Linguistics JPN 306-310	At least 1 term of 4 <sup>th</sup> year Chinese language, plus at least 1 term of Classical Chinese. CHIN 564 or CHIN 544	Completion of 3 <sup>rd</sup> year Korean language	Completion of 3 <sup>rd</sup> year Chinese language	Completion of 3 <sup>rd</sup> year Chinese language plus JPN 306-310	Completion of 3 <sup>rd</sup> year in 2 EA languages JPN 306-310 needed if Japanese is one of the two
Course distribution:	Course distribution:	Course distribution:	Course distribution:	Course distribution:	Course distribution:
<ul style="list-style-type: none"> <li>• Eastern Civilizations (ECIV 304/305)</li> <li>• 1 course each in the premodern AND modern literature or film of Japan</li> <li>• 1 course each in the premodern AND modern culture/history of Japan</li> </ul>	<ul style="list-style-type: none"> <li>• Eastern Civilizations (ECIV 304/305)</li> <li>• 1 course each in the premodern AND modern culture or literature of China</li> <li>• 1 course of any topics on China</li> </ul>	<ul style="list-style-type: none"> <li>• Eastern Civilizations (ECIV 304/305)</li> <li>• EALC 361-362</li> <li>• Two courses on Korea</li> <li>• One course on China</li> <li>• One course on Japan</li> </ul>	<ul style="list-style-type: none"> <li>• Eastern Civilizations (ECIV 304/305)</li> <li>• 1 course each in the premodern AND modern culture, literature or language of China</li> <li>• 2 courses on China</li> <li>• 1 course on East Asia</li> <li>• 1 course on Japan or Korea</li> </ul>	<ul style="list-style-type: none"> <li>• Eastern Civilizations (ECIV 304/305)</li> <li>• 1 course on culture, literature or language of Japan</li> <li>• 2 courses on Japan</li> <li>• 1 course on China</li> <li>• 1 course on East Asia</li> <li>• 1 course on Korea</li> </ul>	<ul style="list-style-type: none"> <li>• A premodern culture class in each of the two languages studied</li> <li>• A modern culture class in each of the two languages studied</li> </ul>

Chinese, Japanese, or Korean, plus 3-4 culture courses related to the chosen language. Minor II requires completion of second year language plus six additional culture courses. EALC students attain a high level of language proficiency (**Table F.1**), broad interdisciplinary knowledge of EA history and civilization, and an in-depth knowledge of a single national culture. They leave the program well prepared to embark on graduate studies or to work as teachers, in government, or in the private sector (**C.1 & C.5**). Other UG Majors and Certificates: Students can earn BAs with EA emphasis in Anthropology, Art History, Business, Education, Film and Media Studies, Geography, History, GIST, Linguistics, Political Science, and Religious Studies. Teacher Education UGs can major in Chinese, Japanese or Korean studies. GAP encourages students to integrate international components into their programs by providing UGs transcript certification

for a combination of study abroad, international courses, and co-curricular activities including CEAS activities. Of 450 GAP graduates in 2018, 47 (about 1/10<sup>th</sup>)

<b>Table H.2 100% EA Courses in the KU Core</b>					
<b>Core Goal</b>	<b>Goal 1: Critical Thinking</b>	<b>Goal 3: Breadth of Knowledge</b>	<b>Goal 4: Culture &amp; Diversity</b>	<b>Goal 5: Ethics</b>	<b>Goal 6: Integration &amp; Creativity</b>
<b>Number of Courses</b>	11	15	55	1	6
<b>Department</b>	EALC, HIST	EALC, GEOG, HA, HIST, REL	EALC, GEOG, FMS, HA, HIST, MUS, POLS, REL	EALC	EALC

earned certificates using EA courses, study abroad, and/or co-curricular activities. KU foreign language requirements: All CEAS languages fulfill the 2-year foreign lang. requirement of CLAS and 5 professional schools and can be applied toward BS degrees in Engineering.

Distribution requirements: All UG students are required to complete the KU Core, which takes a skills-based approach designed around 6 learning goals: 1. critical thinking, 2. communication skills, 3. breadth of knowledge, 4. cultural diversity and global awareness, 5. social responsibility and ethics, and 6. creativity. 88 100% EA courses are approved for credit in the KU Core, and

100% EA courses meet all 6 Core goals (**Table H.2**). In addition, EA courses are required in the Art History and Religious Studies majors. EA is 1 of 8 possible concentrations in History, and EA courses can satisfy the 3 course regional expertise requirement of the GIST major, KU's fastest growing major. In the professional schools, EA courses satisfy non-western or intercultural studies requirements in Architecture, Journalism, Education, and Social Welfare. In Business, 27 100% EA courses can be used to meet the UG International Dimension option, which includes the options of study abroad and foreign language to the 4<sup>th</sup> level, and UGs can earn a Dean's Certificate in International Business with an EA focus. "Business in China" satisfies the regional/functional knowledge requirement of the new co-major and minor in International Business.

**H.2. Academic and Career Advising:** *Academic:* Most student advising at KU is one-on-one. Each disciplinary department or school names its own G and UG student advisors. KU has a full-service advising center in every school, including CLAS, and each CLAS department has an advising specialist. The CEAS Director, AC, and staff provide academic and career advising, and current information on funding opportunities, study and research abroad, post-docs, internships and employment are regularly distributed on CEAS UG & G listservs and on social media. *G Students:* Department Directors of Graduate Studies and faculty advisors do most G student advising. Peer advising is facilitated by G Student Associations. HCH maintains funding opportunities lists for G students and offers workshops on grant development and publishing. CTE offers GTAs pedagogical advice. Departments advise on professional development and employment. *UG students:* Before declaring majors, UGs meet with advisors at the Freshman Sophomore Advising Center, which consults with CEAS faculty. After declaring majors, UGs are advised by faculty and advising specialists in their home departments. *Study Abroad:* OSA provides study abroad and fellowship advising and has a dedicated EA specialist

(Frias). EALC faculty Williams (China), Gerbert (Japan), and Yun (Korea) provide study abroad advising for EA lang. students. As of July 2017, KU had produced 469 student Fulbright Scholars, 133 Gilman Scholars, 22 Boren Graduate Fellows, 52 Boren Undergraduate Scholars, 37 Critical Language Scholars, many of them to EA, and 1 Schwartzman Scholar to China.

Career: CEAS holds Career Events for UGs and Gs and joins OIP and the other ASCs in staging an “International Career Series.” In 2017-18 CEAS hosted or co-hosted 22 career events attended by over 251 UG and G students that provided information on internships, fellowships and careers in government and nonprofits as well as guidance on leveraging EA experience into a career. KU’s Career and Placement Center provides free online job listings, workshops, counseling on employment opportunities, and a dossier service and partners with CEAS on career training events. **H.3. Graduate Training Across Disciplines: *Range of***

***Training Options:*** KU offers many EA focused G training options. Students can pursue EA focused MAs and PhDs in Anthropology, Communications Studies, Economics, Education, Film and Media Studies, Geography, History, History of Art, Linguistics, Music, Political Science and Sociology, or MAs in EALC, CEAS, or Religious Studies. EALC partners with the Law School to offer a dual degree. In the School of Ed., Chinese or Japanese can be the focus of the MA and PhD in Foreign Lang.

KU is unique in the Great Plains in training certified K-12 Chinese and Japanese language teachers at both the UG and G level. ***Quality of G Training:*** The interdisciplinary EALC MA (**Table H.3**) focuses on

<b>Table H.3 East Asian Languages and Cultures MA Requirements</b>	
<b>Language &amp; literature concentration</b>	<b>East Asian culture concentration</b>
4 <sup>th</sup> -year language courses	3 <sup>rd</sup> -year language courses
Course distribution: • EALC 700: Intro to EA studies/ bibliography • 18 credit hours in EALC, 6 of which hours must demonstrate research capacity in the student's major language • 1 advanced course in lit. + 1 course that deals wholly with a country outside of the area of concentration	Course distribution: • EALC 700: Intro to EA studies/ bibliography • 24 credit hours in EALC • 1 advanced course in lit. or thought + at least 2 courses outside the country of concentration
A substantial thesis involving the use of original sources.	



lang., literature, and culture and requires students to complete at least the 3<sup>rd</sup> year level of one EA lang. The program often serves as a stepping stone for students wishing to gain a firm grounding in EA lang. and culture before entering PhD or professional programs. CEAS offers an interdisciplinary, social science-focused MA in Contemporary East Asian Studies (**Table H.4**) that requires an EA lang. through the 2<sup>nd</sup> or 3<sup>rd</sup>

level, depending on the concentration, and offers an alternative to the more culturally focused EALC MA. The CEAS MA has 2 concentrations: Contemporary East Asia, for regular students and a Foreign Affairs Studies Concentration: Contemporary East Asia in Global Context for Foreign Area Officers from the US military. The CEAS MA serves a diverse group of students including those in the military, and K-12 education. KU EA PhD students are successful at getting grants to support lang. study and dissertation research abroad. KU EA PhDs hold positions in leading colleges, universities, major museums, government, the military, and

business (**C.1 & C.5**).

***FLAS Training Options:***

UG students can take 197 (50 lang and 147 non-lang) 100% EA courses at KU (**Appx. B**) and can participate in study abroad (**H.,4**). The EALC BA and MA and the CEAS MA combine rigorous lang. training and inter-

<b>Table H.4 CEAS MA in Contemporary East Asian Studies Requirements</b>	
<b>Contemporary East Asia Concentration</b>	<b>Foreign Affairs Studies Concentration: Contemporary East Asia in Global Context</b>
<b>Core Courses:</b> <ul style="list-style-type: none"> <li>• CEAS 700: Contemporary East Asia</li> <li>• One approved social science methods course</li> <li>• CEAS 802: Research Seminar</li> </ul>	<b>Core Courses:</b> <ul style="list-style-type: none"> <li>• CEAS 700: Contemporary East Asia</li> <li>• GIST 701: Approaches to International Studies</li> <li>• GIST 710: Interdisciplinary Research Methods for Global Contexts</li> <li>• CEAS 802: Research Seminar</li> </ul>
<b>Electives:</b> <ul style="list-style-type: none"> <li>• Minimum of 3 courses on country of Focus</li> <li>• Minimum of 2 courses on other EA countries</li> <li>• No more than 3 electives in a single discipline</li> <li>• At least 4 courses in social sciences</li> <li>• No more than 2 electives on premodern period</li> </ul>	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Minimum of 3 courses on country of Focus</li> <li>• Minimum of 2 courses on other EA countries</li> <li>• No more than 3 electives in a single discipline</li> <li>• At least 4 courses in social sciences</li> <li>• No more than 2 electives on premodern period</li> </ul>
<b>Language:</b> <ul style="list-style-type: none"> <li>• At least 3 years of college-level language training</li> </ul>	<b>Language:</b> <ul style="list-style-type: none"> <li>• At least 2 years of college-level language training</li> </ul>
Completion of a substantial research paper.	

disciplinary coursework, and the EALC MA requires a thesis based on original research in EA sources. PhD students have varying lang. requirements (**F.2, H.3**). CLAS G students may take courses outside their major fields and disciplines. CEAS FLAS recipients have included students in paleontology, engineering, education, law, and environmental studies. **H.4. Student Access to International Experience: Formal Arrangements for Study Abroad:** KU is a national leader in low-cost, high-quality study abroad programs and OSA works hard to make study abroad possible for all students (see **C.3**). According to the 2015-16 Institute of International Education's "Open Doors" data, with 28.5% of its students studying abroad, the University of Kansas ranked 18<sup>th</sup> in the nation among public research doctoral universities in the percentage of UG students who participate in study abroad programs before graduation, and 45<sup>th</sup> among all institutions in the nation for total study abroad participation. Through direct exchange, KU students can attend Nanjing, Nankai, Huazhong Normal, or Sun Yatsen university or the University of International Business and Economics, in China. In Japan, KU has exchanges with J.F. Oberlin, Okayama, and Sophia Universities and Tsuda College and in Korea with Hanyang, Hallym, Hongik, Kookmin, and Korea universities. These exchanges are well used, including by students in professional schools. Over the past 5 years, for example, an average of 9 School of Business students per year have participated in AY, semester-long or summer programs through these exchanges. KU also has summer and semester-long programs at Beijing Normal University and a 3-week summer program in Hiratsuka, Japan. OSA offers a scholarship each year for a student wishing to study in Hong Kong. KU has EA study and internships abroad options suitable for students from all 14 of KU's schools as well as faculty-led programs in China, Japan, and Korea. CEAS faculty from Education, Public Administration, Architecture, Visual Arts, Business, and EALC all lead study abroad trips to EA. The Business School offers a G seminar

abroad on “Business in China.” Architecture offers a series of short-term study abroad courses in EA, including one in Korea, China, and Singapore, and requires 9 CH of study abroad for the MA, and the School of Public Administration offers “Government Policies and Sustainable Economic Development in South Korea.” KU EA internship opportunities include “Rural Education and Healthcare in China,” the School of Architecture’s “Architecture Internships in Asia,” and the School of Education’s “TESOL Practicum in Korea.” ***Access to Other Institutions’***

***Study Abroad and Language Programs:*** KU’s OSA notifies students about non-KU programs and facilitates enrollment. KU is an institutional member of ISEP and CIEE and through them, KU students enroll in programs in China, Hong Kong, Japan, and Korea. OSA facilitates student initiated programs at other high quality year-long and summer programs. CEAS, OSA and the Office of Fellowships assist students with applications for scholarships including FLAS, NSEP, Critical Language Scholarships, Chinese Government Scholarships, Confucius Institute Scholarships, the CEAS Kleinberg Scholarship, Association of International Business Education Japan, Bridging, Japan’s MEXT and Taiwan’s MOFA. Credits earned in any accredited EA program can be transferred to KU with faculty approval.

**I. Outreach Activities: I.1. Regional and National Impact of Outreach:** CEAS is the only center of its sort in the Great Plains, provides services to students, teachers, and the public in KS, MO, and, via a listserv, NE, OK, AR, and SD, and collaborates with post-secondary partners across the region and beyond. (See outreach statistics in **Table C.1.**) The CEAS Outreach Coordinator (Snider) partners with CEAS faculty, to develop and provide outreach programming. In 2016-17, 14 different EA faculty (4 from professional schools), helped with CEAS outreach programming, including Cho (Education), who ran the Korean story time at the Lawrence Public Library, Diener (Geography), who presented at a teacher workshop, and Seo

(Journalism), who presented on North Korea to employees of the Federal Bureau of Prisons.

***1.1.a. To K-12 Schools:*** CEAS is deeply engaged in internationalizing the curriculum of K-12 schools, and does so through teacher and student workshops, in-class presentations, and the production and dissemination of web-based instructional resources and electronic outreach notes for teachers. We collaborate with the KU School of Ed., other units at KU, and institutions outside of KU to provide professional development opportunities for teachers and programs for students at schools and libraries. Teacher and student workshops: CEAS has held a minimum of 2 workshops for K-12 educators and their students per year. In 2016-17 CEAS held “Samurai in Motion” in partnership with the Greater Kansas City Japan Festival, attended by 24 K-12 educators and 7 students; the East Asia LitFest, which brought 3 authors and 3 illustrators of children’s and young adult books about EA to present on their work and the writing process, attended by 18 K-12 Educators and 225 students; and Grasslandia!, a workshop on global grasslands that drew 32 K-12 educators. We propose 5 annual workshops for current and future teachers: EA LitFest, Japan Festival Workshop, ASC Collaborative workshop, Internationalizing the Curriculum session at KU School of Ed annual conference, and pre-departure workshop for future teachers in the TESOL Practicum in Korea (**Bdgt**). Classroom presentations: In 2016-17, CEAS outreach staff, faculty and students did 15 classroom visits to K-12 schools in Kansas and Missouri, including the Juvenile Detention Center in Lawrence, on topics ranging from US-China relations to brush calligraphy. See **Table C.1** for information on numbers of students reached directly by CEAS classroom programming. Web-based resources: In 2016-17, CEAS produced 20 new instructional materials: how-to videos, lectures for teachers on EA history and culture, lesson plans, and web pages with materials on specific topics such as EA vegetables and EA Grasslands. We propose to continue development of such resources for electronic distribu-

tion (**Bdgt**). CEAS collects and uploads to its website lesson plans from teachers. Based on evaluation of plans submitted in the past, we have developed a Lesson Plan Rubric that will be implemented starting in Fall 2018 to assist both teachers and the Outreach Coordinator to evaluate and improve lesson plans before they are uploaded. In addition, we propose to work with a HS master teacher to develop web-based short course on active learning strategies for the delivery of EA content (**Bdgt**). CEAS uses other electronic media, such as newsletters to educators (*Outreach Notes* and *KCTA E-News*, which reach 622 educators in at least 6 states), to inform K-12 educators about new CEAS and other web-based resources, professional development opportunities, and EA in the news. **I.1.b. To Post-Secondary:** Post-secondary outreach, particularly to faculty at CCs and MSIs, is a point of emphasis for CEAS, and we aim to both expand and deepen this outreach over the next 4 years (**Sections A.2 & K.1.a, Bdgt**). Faculty from other post-secondary institutions frequently attend CEAS public programs, including conferences, lectures, film series, and exhibitions. CEAS faculty regularly give lectures at nearby post-secondary institutions. CEAS hosts conferences, symposia, and workshops that draw faculty from other post-secondary institutions such as the Midwest Conference on Asian Affairs (a regional branch of the Association for Asian Studies) Annual Meeting to be held in October 2021. CEAS EAL travel grants regularly draw faculty from other post-secondary institutions to use KU's EA collection (**Bdgt**). CEAS has a well-established relationship with JCCC, and developing relationships Pratt CC and Donnelly College (an MSI). In August 2017 CEAS held an educator workshop at Pratt CC that aimed to help instructors develop their EA cultural competency skills and integrate EA content into their courses. 6 faculty reported that they were adding more EA content to their courses. We will continue to work with these faculty and others at Pratt to expand upon the foundation built by this initial workshop. In April 2018, CEAS and

KU's other ASC's sponsored a Global Studies Symposium with Donnelly at which CEAS FLAS fellows and faculty presented on topics such as Chinese-Uyghur code-switching and the soft power of South Korean pop music in international relations. Students and faculty from Kansas City Kansas CC, JCCC, and the two Lawrence high schools also attended. The aim of this symposium was to bring faculty and students from these institutions together, to promote collaboration and communication, and to share resources and experiences related to international education and research. The symposium was attended by 70 students, 17 faculty and 13 community members. We plan to continue working with Donnelly to make this an annual event over the next 4 years (**Bdgt, Section A**). CEAS also works with the JSA, which has members from JCCC and other CCs, including the Community College of Philadelphia (an MSI), providing support for faculty participate in workshops and to develop course units for dissemination. To date, CEAS has provided support for 6 JSA faculty development workshops in places such as Wichita, and Hiroshima-Nagasaki. The Hiroshima-Nagasaki workshop was attended by 25 faculty participants including 9 CC faculty and 4 faculty from MSI universities. We propose to support 4 JSA workshops (**Bdgt**). *I.I.c. To Business, Media, General Public*: CEAS provides outreach to regional audiences to expand their understanding of EA. CEAS's long-running radio series, "Postcards from Asia" has now expanded into "Postcards from Abroad" to include KU's other ASCs. It broadcasts 60-second programs describing EA or other cultures culture semi-weekly on Kansas Public Radio to a listening audience of 78,000. ¼ of the broadcasts each year are on EA topics. Past broadcasts have been uploaded to KU ScholarWorks and can be accessed via the CEAS website. CEAS maintains a speakers' bureau of faculty experts willing to speak with the media or give public lectures and regularly connects faculty with external groups for this purpose. Collaborators include Lawrence Public Library, the OSHER Institute for Lifelong

Learning, numerous Girls Scouts troops in KS and MO, and the Nelson-Atkins Museum in Kansas City. CEAS holds public lectures such as the Grant Goodman Distinguished Lecture Series (Andrew Gordon, 2017, Timon Screech, 2018), and works with HCH to host high profile EA speakers such as Evan Osnos, in 2017. CEAS' fall "Moon Viewing Party" and spring "Lunar New Year Party" draw hundreds of participants from the public. CEAS advertises events in electronic and print media and on the radio and draws audiences from eastern KS, northwestern MO and southeastern NE. CEAS has large individual email lists for college students, graduate students, faculty members, community members, and K-12 teachers and connects with those audiences through frequent updates on events and news stories by way of the website, social media (twitter, facebook), and through university and community outlets. The KU School of Business has been a strong partner with CEAS, hosting EA speakers (Victor Yuan, Chairman of Dataway Horizon, Beijing), and workshops to promote the study of Chinese among Business majors. We propose a conference on Business in Korea with KU's School of Business for business students and Kansas City business people in yr. 1 (**Bdgt**).

**J. FLAS Awardee Selection Procedures:** We request 4 G and 6 UG AY FLAS awards and 3 G and 5 UG Summer FLAS awards (**Bdgt**). **J.1 FLAS Selection Process and Response to**

**Priorities: *Advertising and Recruitment:*** FLAS recipients are selected through a fair, competitive process that is advertised widely across the KU campus. All of KU's FLAS granting ASCs collaborate to produce a joint flyer that is sent to professional schools and departments for distribution to current students and inclusion in application packets for incoming students. Flyers are sent to the OSA, the Schools of Business, Education, Journalism, Engineering, Law, Architecture, Public Affairs and Administration, Pharmacy, Social Welfare, and the departments of Political Science, Linguistics, History, Art History, Sociology, Geography, and EALC. The

competition announcement is also posted on the KU FLAS website, CEAS website, Facebook, the OIP website, and on posters in dorms and classroom buildings and notice is sent via email to a list of over 4,000 UG and G students on campus and to all CEAS affiliated faculty. All levels of all EA lang. classes are visited to promote FLAS in the fall. FLAS flyers are given to academic advisors who distribute them to incoming freshman during summer orientation sessions and to the Honors Program, the Office of First Year Experience, OMA, and the Office of Fellowships to encourage an outstanding and diverse set of students to take foreign langs.. The FLAS Coordinator (Snider) attends Senior Day events to inform HS students interested in international studies of FLAS opportunities. The KU ASCs hold joint FLAS information sessions to answer student questions about the program. Incoming G students are apprised of the FLAS opportunity through graduate recruitment and individual advisors. The FLAS flyer is also sent as a PDF to JCCC's foreign lang. instructors to distribute electronically, and to HS lang. teachers throughout KS and the Kansas City area. ***Application Process:*** Students apply through the KU FLAS website (<http://flas.ku.edu>) that provides information about FLAS, application instructions, requirements, FAQs, and hosts an online application portal for electronic submission. Applicants submit and upload their application and requested materials (application form, undergraduate/graduate transcripts, essay, resumé, and FAFSA EFC) electronically and indicate on the application form for which language and to which ASC they are applying. 3 recommendation letters are uploaded to the FLAS website by their writers separately. Applications are loaded to a secure site accessible only by each center's FLAS coordinator and FLAS committee members. ***Selection Criteria:*** Fellowships are awarded on the basis of academic achievement, the quality and appropriateness of the proposal, and demonstrated commitment to EA lang. study. Students with demonstrated need will be prioritized, as will students who identify gov-



ernment service, education, business, and NGO-work as career goals. The committee attempts to make awards in diverse disciplines. Balance is sought between the 5 CEAS FLAS languages (Mandarin Chinese, Japanese, Korean, Tibetan and Uyghur). To identify applicants who show the potential for increasing their lang. skills during the award period, ranking of candidates will be based on such indices as grade point average, courses taken, 3 letters of recommendation (at least one from a previous lang. instructor), and a statement of purpose. ***Selection Committee:*** The FLAS committee is composed of 5 faculty from across disciplines: 2 EA lang. faculty (including the EALC chair), and faculty from the humanities, the social sciences, and a professional school. ***Timeline for Selection Process:*** During the summer, FLAS coordinators work together to update and check online directions and application processes for accuracy. The ASCs collaboratively promote the competition in the fall, and the online portal goes live at the time of the first joint FLAS information session in October. The ASCs share the same application deadline (mid-February), selection committees meet in early March, and awardees receive notice in March and April. ***Awards that Correspond to Priorities:*** All 5 CEAS FLAS languages (Mandarin Chinese, Japanese, Korean, Tibetan, and Uyghur) are LCTL languages on the list of priority languages, so all CEAS FLAS awards meet competitive priority 2. To address FLAS competitive priority 1 for awarding fellowships to students who would most benefit from financial relief, selection committee members are instructed to rank both UG and G applicants by both academic merit and financial need as indicated by the students' FAFSA EFC. CEAS has a demonstrated record of success in meeting this priority. In AY16-17 and Summer 17, 15 of 16 FLAS recipients and in AY 17-18 and Summer 18, 11 of 15 FLAS recipients met competitive priority 1. This need determination is based solely on the student's financial circumstances without consideration for financial aid they already receive. Awardee EFCs will be confirmed

through coordination with the KU Office of Financial Aid and Scholarships or the student's home institution in the case of incoming students.

**K. Competitive Priorities: K.1. National Resource Centers: *K.1.a. Collaboration with CCs***

***and MSIs:*** We propose a set of sustained and scaffolded training programs with regional CCs and MSIs aimed at integration of EA content into a diverse set of courses. Partners will include Pratt CC, JCCC, and Donnelly. We will continue our work with the JSA by supporting participation in its events for CC and MSI members from institutions such as the Community College of Philadelphia (an MSI) and by collaborating with these faculty to develop a set of curricular resources to disseminate freely on the web. We will also provide the Midwest Institute for IIE with support for EA presenters in its workshops for CC teachers (see sections **A.2** and **I**).

***K.1.b. Collaboration with Other Units and Institutions:*** We propose to create and deliver training opportunities for current and future teachers through teacher workshops in collaboration with KU's ASCs, and KU's School of Ed. to provide training to future and current teachers, and to develop, in partnership with a local HS social studies teacher, an open access short course on using active learning strategies to integrate EA content into the high school classroom. Our collaboration with JCCC will center on integration of EA content into STEM and career/tech curricula, and for that we will involve KU faculty in Architecture and Engineering who have developed successful models. **K.2. FLAS Priorities: *K.2.a. Preference for Students with Financial Need:*** CEAS will apply this priority to both UG and G FLAS applicants. See section **J** for details. ***K.2.b. Percentage of Priority Languages:*** We seek FLAS funding to support study in 5 less and least commonly taught languages that are on the list of priority langs.: Mandarin Chinese, Japanese, Korean, Uyghur, Tibetan (**Section J, Bdgt**).

## **Supplemental Information to Meet 602 (e) Statutory Requirements**

### **1) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.**

By its very nature, the Center of East Asian (CEAS) is about debating and understanding diverse perspectives and opinions in the global and regional context. It is inherently interdisciplinary and multicultural. CEAS activities (including courses, teacher workshops, lectures, seminars, and conferences) all aim to generate debate that reflects a diverse array of perspectives on East Asian (EA) affairs and how these perspectives relate to the global and local issues. The mission of CEAS is to expand EA competencies and professional opportunities for faculty, students, and the community and to train language and culture experts to serve in government, education, business, and other fields. CEAS will achieve diversity of outlook in many ways:

- CEAS students, faculty, and staff will come from many different backgrounds and encounter in each other and CEAS visitors varied viewpoints that require engagement and consideration.
- East Asian library holdings, the basis for education and research, contain and will continue to collect tens of thousands of primary and secondary sources expressing a vast range of perspectives and viewpoints.
- Study abroad brings engagement with an array of diverse views. CEAS will support study abroad opportunities in China, Japan and Korea, and for professional schools including the School of Education,.
- The EA curriculum at KU requires and will continue to require critical inquiry into and debate among an array of perspectives. CEAS will extend these perspectives to the public by supporting the development of open educational resources and the expansion of courses on indigenous and minority peoples, the environment, and migration in the EA region and increase international perspectives in K-12 teacher training and curriculum.
- CEAS fosters debate through well-attended forums and conferences in which speakers from across the Mid-west region, the country, and all over EA cover topics of critical interest in which various social, cultural, and political views are confronted. These events are on a wide array of themes including minority issues, human rights, civil liberties and issues such as technology, health, the environment, violence, and poverty in diverse areas of the EA region.
- CEAS will ensure equal equitable access and treatment of underrepresented groups throughout identification, recruitment, and selection procedures as well as in providing program services. The following steps will be used to ensure CEAS compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA) which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age. (1) Procedures for identification and selection of participants are designed to select individuals who are low-income and potential first generation college students. Procedures are in place to hire staff who have overcome barriers similar to those of the target population. (2) Training and professional development for program personnel will be provided at least quarterly to promote sensitivity to the barriers mentioned and to foster a supportive climate that encourages the success of all program participants. (3) Appropriate materials, technology, and services will be made available to participants with disabilities. (5) Local agencies and organizations will be contacted for assistance in extending services to deaf or hearing impaired and blind or visually impaired participants. (6) Offices are fully accessible to persons with mobility impairments or physical disabilities.

**2) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

CEAS has a strong record in training students and teachers for careers in areas of national need. CEAS has established a solid tradition as it pursues its mission of training EA language and culture specialists for government service and to work in education, business, and nonprofit sectors through the following activities:

- FLAS Fellowship competitions give a high priority to students with demonstrated economic need, to those who will continue on to advanced proficiency in the language, and to students who list government service, education, business, and NGO-work as their career goals.
- Undergraduate FLAS awards will permit us to encourage more students in fields such as education and business to study East Asian languages as there are more undergraduate students than graduate students in education and business at KU. CEAS awards FLAS in languages identified as priority languages in critical areas of national need.
- EA studies at KU has specific tracks within majors that address national needs such as the Political Science Public Service Track, which requires public service internships and experience as part of the undergraduate degree, and the new Security and Intelligence Studies program.
- CEAS will continue to run career events that raise awareness of government, business, and NGO jobs among KU students. CEAS also works with the Political Science Department regarding internships in Washington D.C. and collaborative programs with Fort Leavenworth.
- CEAS will expand its collaboration with the US Army's Command and General Staff College at Fort Leavenworth and Special Operations Forces at Fort Bragg to provide greater EA content in the master's degree program on global interagency studies. CEAS will also continue to build cultural awareness by offering a forum for the open exchange of ideas between US and regional military leaders on key international and regional themes relevant to the shaping of US military interests in Asia. We will continue to stimulate interest in the Foreign Area Studies Officer training.
- Together with other KU area studies centers CEAS will continue to improve global competencies in Kansas and the Mid-western region to create interest among high school students in international careers, particularly in areas of national need.

---

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The University of Kansas Center for Research, Inc.  
Center for East Asian Studies

Name/Title of Authorized Representative (Printed): Alicia M. Reed, Director, Research  
Administration

Telephone: 785-864-3441

E-mail: kucrpropmgmt@ku.edu

Signature:

*Alicia M. Reed/cw*

Date:

*6/20/18*

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

**APPENDIX A.  
CURRICULUM VITAE AND  
POSITION DESCRIPTIONS**



**POSITION DESCRIPTIONS**

<b>Position</b>	<b>Staff Distinction</b>	<b>Department</b>	<b>Percent CEAS</b>	<b>Page</b>
Assistant Professor of East Asian Regional Security	Faculty	CEAS/Political Science	50%	6
3 Lecturers to teach 5 <sup>th</sup> year Chinese, Japanese, Korean	Lecturer	CEAS/EALC	50%	6
2 Lecturers to teach 1 <sup>st</sup> and 2 <sup>nd</sup> year Tibetan & Uyghur	Lecturer	CEAS/EALC	50%	6
1 Lecturer to teach Chinese and Japanese Calligraphy	Lecturer	CEAS/EALC	50%	6
1 GTA to teach Heritage Students Elementary Chinese	Graduate Student	CEAS/EALC	50%	7
1 GTA to teach 2 <sup>nd</sup> year Japanese	Graduate Student	CEAS/EALC	50%	7
1 GTA to teach 1 <sup>st</sup> year Korean	Graduate Student	CEAS/EALC	50%	7
3 GTAs to coordinate Oral Proficiency Assessment	Graduate Student	CEAS/EALC	50%	7
4 Students to manage Chinese, Japanese, Korean, and Uyghur Language Tables	Student	CEAS/EALC	50%	7
Assistant Director of Academic Programs	Staff	CEAS	100%	8
Campus and Community Outreach Assistant	Staff	CEAS	100%	8
Evaluation Assistant	Graduate Student	CEAS	100%	8
Library Student Assistant	Student	CEAS	100%	8

**CORE FACULTY (ALPHABETICAL)**

<b>Faculty/Staff Member</b>	<b>Percent CEAS</b>	<b>Languages Taught</b>	<b>Status</b>	<b>Page</b>
Aizezi, Gulina (Gülnar Eziz)	100%	Uyghur	Lecturer	10
Baskett, Michael	50%		Tenured	11
Canda, Edward	10%		Tenured	14
Cheong, So-Min	100%		Tenured	14
Chi, Tailan	75%		Tenured	15
Childs, Margaret	100%	Japanese	Tenured	15
Cho, Hyesun	50%		Tenured	16
Chong, Kelly	50%		Tenured	16
Doll, Vickie Fu	100%		Tenured	17
Duan, Changming	25%		Tenured	18
Dwyer, Arienne	50%		Tenured	18
Fowler, Sherry D.	100%		Tenured	19
Gerbert, Elaine	100%	Japanese	Tenured	21
Greene, J. Megan	100%		Tenured	21
Head, John	50%		Tenured	22
Ho, Alfred Tat-Kei	25%		Tenured	23
Ho, Virginia Harper	75%		Tenure-Track	23
Ito, Michiko	100%		Tenured	24
Kaneko, Maki	100%		Tenured	25

**APPENDIX A. CURRICULUM VITAE AND POSITION DESCRIPTIONS**

Kennedy, John	100%		Tenured	9
Kim, ChangHwan	25%		Tenured	25
Lee, Ji-Yeon	100%	Korean	Lecturer	27
Lhunpo, Champa	100%	Tibetan	Lecturer	28
Li, Xingong	25%		Tenured	28
Li, Yan	100%	Chinese	Tenure-Track	29
Lindsey, William R.	100%		Tenured	29
McMahon, Keith	100%	Chinese	Tenured	30
McNair, Amy	100%		Tenured	31
Minai, Utako	100%		Tenure-Track	32
Mitsugi, Sanako	100%	Japanese	Tenure-Track	32
Mizumura, Ayako	100%	Japanese	Lecturer	47
Nam, Yoonmi	60%		Tenured	33
Pan, Yue	100%	Chinese	Lecturer	33
Rath, Eric	100%		Tenured	34
Seo, Hyunjin	25%		Tenured	34
Stevenson, Daniel	100%		Tenured	35
Stiller, Maya	100%		Tenure-Track	36
Takeyama, Akiko	100%		Tenured	36
Vu, Hong Tien	50%		Tenure-Track	39
Williams, Crispin	100%	Chinese	Tenured	39
Wong-Cruz, Ketty	25%		Tenured	40
Xiao, Hui Faye	100%	Chinese	Tenured	40
Yun, Kyoim	100%	Korean	Tenure-Track	41
Zhang, Jie	100%		Tenured	41
Zhang, Yan Bing	100%		Tenured	42
Zhao, Jane (Zheng)	50%		Tenured	42
Zhao, Yong	50%		Tenured	43

**ASSOCIATE FACULTY (ALPHABETICAL)**

<b>Faculty/Staff Member</b>	<b>Percent CEAS</b>	<b>Languages Taught</b>	<b>Status</b>	<b>Page</b>
Anderson, Christopher	25%		Tenured	10
Bhala, Rakesh	100%		Tenured	11
Brown, Chris	25%		Tenured	12
Butler, James Johnson	10%		Non-Tenure Track	12
Cai, Hui	25%		Tenure-Track	13
Cai, Zongwu	25%		Tenured	13
Diener, Alexander	50%		Tenured	17
Fiorentino, Robert	50%		Tenured	19
Gabriele, Alison	50%		Tenured	20
Galindau, Daniel	50%		Non-Tenure Track	20
Han, Jie	25%		Tenured	22
Huang, Thomas Ming	25%		Tenured	24
Kim, Joo Ok	75%		Tenure-Track	26
Kim, Minyoung	25%		Tenure-Track	26



Lee, Tien-Tsung	25%	Tenured	27
Maeng, Ahreum	25%	Tenure-Track	30
Medina, Mario	15%	Tenured	31
Silva, Kapila Dharmasena	25%	Tenure-Track	35
Taylor, Michael H.	25%	Tenured	37
Thorp, James H.	10%	Tenured	37
Tveit, May	25%	Tenured	38
Volek, Thomas	25%	Tenured	38

**CORE AND ASSOCIATE FACULTY (BY DEPARTMENT)**

Faculty/Staff Member	Percent CEAS	Languages Taught	Status	Page
<b>American Studies</b>				
Kim, Joo Ok	75%		Tenure-Track	26
<b>Anthropology</b>				
Dwyer, Arienne	50%		Tenured	18
Takeyama, Akiko	100%		Tenured	36
<b>Architecture, Design &amp; Planning</b>				
Cai, Hui	25%		Tenure-Track	13
Silva, Kapila Dharmasena	25%		Tenure-Track	35
Tveit, May	25%		Tenured	38
<b>Art</b>				
Nam, Yoonmi	60%		Tenured	33
<b>Art History</b>				
Fowler, Sherry D.	100%		Tenured	19
Kaneko, Maki	100%		Tenured	25
McNair, Amy	100%		Tenured	31
Stiller, Maya	100%		Tenure-Track	36
<b>Biology</b>				
Thorp, James	10%		Tenured	37
<b>Business</b>				
Anderson, Christopher	25%		Tenured	10
Chi, Tailan	75%		Tenured	15
Galindau, Daniel	50%		Non-Tenure Track	20
Kim, Minyoung	25%		Tenure-Track	26
Maeng, Ahreum	25%		Tenure-Track	30
Zhao, Jane (Zheng)	50%		Tenured	42
<b>Center for East Asian Studies</b>				
Mizumura, Ayako	100%	Japanese	Lecturer	47
<b>Communication Studies</b>				
Zhang, Yan Bing	100%		Tenured	42
<b>EALC</b>				
Aizezi, Gulina (Gülmar Eziz)	100%	Uyghur	Lecturer	10
Childs, Margaret	100%	Japanese	Tenured	15
Gerbert, Elaine	100%	Japanese	Tenured	21
Lee, Ji-Yeon	100%	Korean	Lecturer	27

**APPENDIX A. CURRICULUM VITAE AND POSITION DESCRIPTIONS**

Lhunpo, Champa	100%	Tibetan	Lecturer	28
Li, Yan	100%	Chinese	Tenure-Track	29
McMahon, Keith	100%	Chinese	Tenured	30
Mitsugi, Sanako	100%	Japanese	Tenure-Track	32
Pan, Yue	100%	Chinese	Lecturer	33
Williams, Crispin	100%	Chinese	Tenured	39
Xiao, Hui Faye	100%	Chinese	Tenure-Track	40
Yun, Kyoim	100%	Korean	Tenure-Track	41
<b>East Asian Library</b>				
Doll, Vickie Fu	100%		Tenured	17
Ito, Michiko	100%		Tenured	24
<b>Economics</b>				
Cai, Zongwu	25%		Tenured	13
<b>Education</b>				
Cho, Hyesun	50%		Tenured	16
Duan, Changming	25%		Tenured	18
<b>Engineering</b>				
Han, Jie	25%		Tenured	22
Medina, Mario	15%		Tenured	31
<b>Environmental Studies</b>				
Brown, Chris	25%		Tenured	12
<b>Film &amp; Media Studies</b>				
Baskett, Michael	50%		Tenured	11
<b>Geography</b>				
Cheong, So-Min	100%		Tenured	14
Diener, Alexander	50%		Tenured	17
Li, Xingong	25%		Tenured	28
<b>Geology</b>				
Butler, James	10%		Non-Tenure Track	12
Taylor, Michael H.	25%		Tenured	37
<b>History</b>				
Greene, J. Megan	100%		Tenured	22
Rath, Eric	100%		Tenured	34
<b>Industrial Design</b>				
Huang, Thomas Ming	75%		Tenured	24
<b>Journalism</b>				
Lee, Tien-Tsung	25%		Tenured	27
Seo, Hyunjin	100%		Tenured	34
Volek, Thomas	25%		Tenured	38
Vu, Hong Tien	50%		Tenured	39
<b>Law</b>				
Bhala, Rakesh	100%		Tenured	11
Head, John	50%		Tenured	22
Ho, Virginia Harper	75%		Tenure-Track	23
<b>Linguistics</b>				
Fiorentino, Robert	50%		Tenured	19
Gabriele, Alison	50%		Tenured	20

Minai, Utako	100%	Tenure-Track	32
Zhang, Jie	100%	Tenured	42
<b>Music</b>			
Wong-Cruz, Ketty	25%	Tenured	40
<b>Political Science</b>			
Kennedy, John	100%	Tenured	9
<b>Public Administration</b>			
Ho, Alfred Tat-Kei	25%	Tenured	23
<b>Religious Studies</b>			
Lindsey, William R.	100%	Tenured	29
Stevenson, Daniel	100%	Tenured	35
<b>Social Welfare</b>			
Canda, Edward	10%	Tenured	14
<b>Sociology</b>			
Chong, Kelly	50%	Tenured	16
Kim, ChangHwan	25%	Tenured	25

**STAFF (ALPHABETICAL)**

Staff Member	Percent CEAS	Department	Title	Page
Beer, Christian	25%	School of Languages, Literatures, and Cultures	Outreach and Media Coordinator	43
Ercums, Kris Imants	100%	Spencer Museum of Art	Curator	43
Frias, Renée	50%	Office of Study Abroad	Program Coordinator	44
Gao, Junfu	100%	CEAS	Graduate Outreach Assistant	44
Irving, Jessica	25%	CEAS	Office Manager	45
Hill, Amanda	100%	CIKU	Office Assistant	45
Hope, Nancy	100%	KCTA/EALC	Coordinator	46
Mizumura, Ayako	100%	CEAS	Assistant Director of CEAS MA	46
Predolac, Esra	25%	School of Languages, Literatures, and Cultures	Coordinator of the Critical Languages Consortium	47
Shanks, Spencer	100%	CIKU	Office Assistant	47
Snider, Amanda	100%	CEAS	Outreach/FLAS Coordinator	48
Thoman, Clare	25%	College Office of Graduate Affairs	Graduate Academic Advisor, CEAS MA	48
Willis, Sheree	100%	CIKU	Executive Director	49

**Language Scale:** 1 – Beginner, 2 – Novice Mid, 3 – Low Intermediate, 4 – Intermediate, 5 – High Intermediate, 6 – Advanced, 7 – Advanced Plus, 8 – Superior, 9 – Distinguished, 10 – Native Speaker

**CENTER FOR EAST ASIAN STUDIES POSITION DESCRIPTIONS**

**Assistant Professor in East Asian Regional Security**

The Center for East Asian Studies (CEAS) and the Department of Political Science at the University of Kansas seek a full-time, tenure-track Assistant Professor of East Asian Regional Security to build upon the Center and Department's 1) existing research emphasis on security studies, 2) commitment toward quality undergraduate and graduate teaching and training in East Asian studies, and 3) contribution toward training programs that meet national needs. The successful candidate will work alongside the Intelligence Community Center for Academic Excellence at the University of Kansas to contribute to the development of the new major and minor in Security and Intelligence Studies.

With a primary focus on East Asia, the candidate's activities will include training undergraduate and graduate students in security studies methods, content, and data sources, conducting and disseminating research on East Asian security, engaging with media on topics related to that research, participating in CEAS career training and outreach events, particularly those designed for high school and post-secondary students, and performing other departmental and university service. To qualify for this position, applicants should hold a PhD in East Asian regional security; have fluency in an East Asian language; demonstrate experience in teaching courses in the field; and demonstrate a willingness to engage in University service.

**Compensation:** \$62,000 base salary with 2% annual increase: *Year 2, NRC 53.85%; Year 3, NRC 43.08%, Year 4, NRC 41.54%, 35% fringe*

**3 Lecturers to Teach 5<sup>th</sup> Year Chinese, Japanese, and Korean:**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire qualified and experienced language instructors to 5<sup>th</sup> year Chinese, Japanese, and Korean during the academic year. These positions will permit EALC to offer these classes that are not part of the regular teaching rotation for tenured and tenure-track faculty. Successful applicants will design high quality teaching and evaluation materials, and participate in CEAS's outreach and language awareness programs. To qualify for this position, applicants should possess at minimum a Master's Degree in Languages, Linguistics, and/ or Education with proven expertise in the teaching of Chinese, Japanese or Korean to non-native speaking learners. Applicants should also demonstrate native or near-native proficiency in the East Asian language in question and be familiar with recent trends in language pedagogy and assessment methods.

**Compensation:** *\$5,000 for .25 FTE, 9% fringe (2% annual increase)*

**2 Lecturers to Teach 1<sup>st</sup> and 2<sup>nd</sup> Year Tibetan and Uyghur**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire qualified and experienced language instructors to teach 1<sup>st</sup> and 2<sup>nd</sup> year Tibetan and Uyghur during the academic year. These positions will permit EALC to offer these classes. Successful applicants will design high quality teaching and evaluation materials and participate in CEAS's outreach and language awareness programs. To qualify for this position, applicants should have proven expertise in the teaching of Uyghur or Tibetan to non-native speaking learners. Applicants should also demonstrate native or near-native proficiency in the language in question and be familiar with recent trends in language pedagogy and assessment methods.

**Compensation and Hours:** *\$16,500 for 2 courses per year (.50 FTE) with 2% annual increase; NRC 50%, 40% fringe*

**1 Lecturer to Teach Chinese and Japanese Calligraphy**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire a qualified and experienced instructor to teach one course per year in Chinese and Japanese Calligraphy. In addition to serving EALC language majors, this class will draw students who are not already enrolled in language classes to the study of East Asia, and may serve as a tool to recruit students into language classes. Applicants should be experienced calligraphers, training in Chinese or Japanese calligraphy and experience teaching calligraphy is preferred.

**Compensation and Hours:** *\$2500 for one 2 credit course per year, 9% fringe*

**1 Graduate Teaching Assistant to Teach Heritage Students Chinese**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire a qualified Graduate Teaching Assistant to teach a section of Chinese 104 for heritage students. The Graduate Teaching Assistant will work alongside EALC faculty and using materials developed by EALC faculty to assist heritage students to develop the literacy required to succeed in Chinese 104-108. To qualify for this position, applicants should be graduate students in Languages, Linguistics, and/ or Education with native or near-native proficiency in Chinese. There will be a preference for applicants with proven expertise in the teaching of Chinese.

**Compensation and Hours:** \$2,700 for .10 FTE (2% annual increase), 7% fringe

**1 Graduate Teaching Assistant to Teach 2<sup>nd</sup> Year Japanese**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire a qualified Graduate Teaching Assistant to teach second year Japanese in years 1 and 3 of the grant. This will permit Sanako Mitsugi to teach 4<sup>th</sup> year Japanese in those years when she has a teaching obligation in the Department of Linguistics and cannot teach both 2<sup>nd</sup> and 4<sup>th</sup> year Japanese. The Graduate Teaching Assistant will use materials developed by EALC faculty to teach the course. To qualify for this position, applicants should be graduate students in Languages, Linguistics, and/ or Education with native or near-native proficiency in Japanese. There will be a preference for applicants with proven expertise in the teaching of Japanese.

**Compensation and Hours:** \$7,000 for .25FTE (2% annual increase), 7% fringe

**1 Graduate Teaching Assistant to Teach 4<sup>th</sup> Year Korean**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire a qualified Graduate Teaching Assistant to teach 4<sup>th</sup> year Korean. This will permit Ji-Yeon Lee to add a section of 1<sup>st</sup> year Korean to satisfy increasing demand for the language and to maintain an appropriate class size for language learning. The Graduate Teaching Assistant will use materials developed by EALC faculty to teach the course. To qualify for this position, applicants should be graduate students in Languages, Linguistics, and/ or Education with native or near-native proficiency in Korean. There will be a preference for applicants with proven expertise in the teaching of Korean.

**Compensation and Hours:** \$7,000 for .25FTE (2% annual increase), 7% fringe

**3 Graduate Teaching Assistants to Coordinate Oral Proficiency Assessment**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire qualified and experienced language instructors to coordinate oral proficiency assessment of Chinese, Japanese, and Korean during the academic year. These positions will permit EALC to assess student language proficiency at 4 levels of instruction. Successful applicants will undergo oral proficiency training, design high quality assessment materials, conduct oral proficiency interviews with students at 4 levels of the language, and maintain records. To qualify for this position, applicants should have proven expertise in the teaching of Chinese, Japanese, or Korean, native or near-native proficiency in the language in question and be familiar with recent trends in language pedagogy and assessment methods.

**Compensation and Hours:** \$7,000 for .25FTE (2% annual increase), 7% fringe

**4 Student Assistants to Run Chinese, Japanese, Korean and Uyghur Language Tables**

The Center for East Asian Studies (CEAS) and the Department of East Asian Languages and Cultures (EALC) at the University of Kansas will hire student native or near-native speakers of Chinese, Japanese, Korean, and Uyghur language tables to provide extra-curricular spoken language practice opportunities to students of these languages. Each student assistant will organize and staff 4 hours of language table time per week and will work with CEAS staff and EALC instructional staff to advertise the language table hours and develop ideas for discussion content. Successful applicants will be native or near native speakers of the language in question, will demonstrate an ability to participate in and manage conversations in that language, and will show evidence of strong organizational skills and personal reliability.

**Compensation and Hours:** \$13 per hour (2% annual increase), 4 hours per week, 32 weeks per year, 7% fringe

**Assistant Director of Academic Programs**

The Assistant Director of Academic Programs of the Center for East Asian Studies teaches two courses per year in the CEAS MA program, one of which is an elective in the person's field of expertise, and the other of which is a core course for the program "Contemporary East Asia;" recruits student, meets or corresponds with prospective students, and serves as graduate director; and develops new academic programs. In the coming year, the Assistant Director will work with the Director to put a proposal for a certificate in East Asian studies through the institutional bureaucracy and develop a 4+1 BA-MA plan for East Asia undergraduates. The person who holds this position must have a PhD in a social science or humanities discipline with an emphasis on East Asian studies, a demonstrated teaching competence in East Asian studies, strong organizational skills and familiarity with institutional bureaucracies, and an ability to advise students effectively.

**Compensation and hours:** *\$22,015 base salary for .5 FTE with 2% annual increase, NRC 25% (\$5,504), 40% fringe*

**Campus and Community Outreach Assistant**

The Center for East Asian Studies (CEAS) Campus and Community Outreach Assistant will play a vital role in helping the Center to 1) work with CEAS faculty, students, and campus partners to organize on-campus events, 2) assist with the organization of events that cultivate diverse perspectives about East Asia in both urban and rural communities in the Great Plains, and 3) manage the CEAS instructional materials database. Working closely with CEAS's full-time Outreach Coordinator, the Campus and Community Outreach Assistant will promote CEAS outreach events, develop and implement community outreach initiatives, build contact lists for networking and future projects, and assist the Outreach Coordinator to develop and maintain a collection of K-16 pedagogical materials that will be disseminated on the CEAS outreach web page. Successful applicants will have web and communications skills and a background in area studies (preferably East Asian studies). The successful candidate should be available for occasional events in the evenings and on weekends.

**Compensation and hours:** *\$40,000 base salary for 1 FTE with 2% annual increase, NRC 50%, 35% fringe*

**Program Evaluation Assistant, Graduate Student Hourly**

The Center for East Asian Studies (CEAS) strives toward teaching and learning excellence. A new, graduate student position of Program Evaluation Assistant will play an integral role in providing CEAS with the necessary information on how to uphold and improve its commitment toward quality instruction and to increase subsequent student enrollment in African Studies courses. The successful candidate will manage the CEAS Evaluation database, enter data, conduct analysis, and monitor enrollment and course assessment. To qualify for this position applicants should be enrolled in a graduate program at the University of Kansas, demonstrate experience in database management, qualitative and quantitative analysis, and be in good academic standing. A background in area studies is a preferred qualification.

**Compensation and hours:** *\$15 per hour (2% annual increase), 8 hours per week, 50 weeks per year, 7% fringe*

**East Asia Library Assistant, Student Hourly**

The Center for East Asian Studies (CEAS) and the East Asian Library (EAL) at the University of Kansas will hire a student hourly to assist with the production of a set oral history videos designed to catalog student and faculty experiences with study and research in or on East Asia. The successful candidate will have strong web, video, and organizational skills and will be able to assist the East Asia librarians to create and manage this collection. To qualify for these positions, the applicants should be enrolled in at least 6 credit hours at the University of Kansas, maintain an overall GPA of 3.0, have experience in basic office procedures, and preferably have some East Asian study abroad or language study experience.

**Compensation and hours:** *\$10.00 per hour, 2% annual increase, 6 hours per week, 28 weeks per year, 7% fringe*

**CEAS FACULTY**

**JOHN KENNEDY**

**Department and Tenure Status:** Associate Professor, Political Science (Tenured)

**Education:** PhD, University of California, Davis, 2002; MA, University of California, Davis, 2000; BA, University of California, Davis, 1995

**Academic Experience:** University of Kansas, Lawrence, KS, Fall 2003 – Present; Director of the Center for Global and International Studies, 2012 – 2015; University of California, Davis, Lecturer, Spring 2003

**Overseas Experience:** China, Mongolia, Costa Rica, Switzerland, Netherlands

**Language(s) and Level of Proficiency:** Mandarin Chinese - 8

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 14; Selected

Political Reform in Contemporary China; Chinese Foreign Policy; Introduction to Comparative Politics; Introduction to Political Science as a Career; Comparative Institutions & Government; Conducting and Analyzing Fieldwork in Developing Countries

**Research and Teaching Specialization:** Contemporary Chinese politics and local governance; Large and small scale control trials and intervention studies in rural northwest China; Conducted intervention studies at Shaanxi Normal University with the Rural Education Action Program (REAP) at Stanford University

**Number of Recent Publications:** 8; Selected:

Kennedy, J.J. & Yaojiang, S. (forthcoming). Local Leaders, Families, and the ‘Missing Girls’ in Rural China. Oxford University Press.

Kennedy, J.J., Liu, H. & Nagao, H. (2018). “Voting and Values: Grassroots Elections in Rural and Urban China.” *Politics and Governance*, Volume 6, Issue 2.

Kennedy, J. J. & Dan, C. (2017). “State Capacity and Cadre Mobilization in China: the Elasticity of Policy Implementation.” *Journal of Contemporary China*, 27:111, 393-405.

Kennedy, J. J. & Yaojiang, S. (2017). Missing Girls, Indirect Measures and Critical Assumptions: A Response to Yong Cai's Comments. *The China Quarterly*, 231.

Kennedy, J. J. (2016). Book Review of “Varieties of Governance in China: Migration and Institutional Change in Chinese Villages,” by Jie Lu *China Quarterly* 225 Cambridge.

Kennedy, J.J. & Chen, D. (2016). “Urbanization and Urban Villagers: Institutional Factors and Social Identity in Urban China,” in E.W. Clowes and S. Bromberg (Eds.), *Area Studies and the Global Age*. Northwestern University Press.

Mittelmeier, J. & Kennedy, J. J. (2016). Adapting Together: Chinese Student Experience and Acceptance at an American University. In D. Jindal-Snape & B. Rienties (Eds.), *Multi-dimensional transitions of international students to higher education: New Perspectives on Learning and Instruction*. Routledge.

Kennedy, J. J., & Shi, Y. J. (2015). Rule by Virtue, the Mass Line Model and Cadre-Mass Relations. In S. Hua (Ed.), *East Asian Development Model: The 21st Century Perspectives*. Routledge.

**Number of Dissertations and Theses Supervised in Past Five Years:** 15

**Recent Recognitions/Honors/Awards:** Distinguished Foreign Scholar for Shaanxi Normal University in 2018-2021; President of the Association of Chinese Political Studies (2012-2014) McNair (Scholars) Mentor Award, McNair Scholars (May 2013 - Present); Gene Budig Teaching Professorship Award, University of Kansas (May 2013 - May 2014); KU HOPE Award Finalist for Outstanding Progressive Educator (2011); Fulbright Faculty Research Award (China Studies) (2010 - 2011)

**GULINA AIZEZI (Gulnar Eziz)**

**Department and Tenure Status:** Lecturer, East Asian Languages and Cultures (Non-Tenured)

**Education:** PhD Candidate, Anthropology, University of Kansas; MA, Linguistics, Xinjiang University, 2006; BA, Chinese Language and Uyghur Literature, Xinjiang University, 2003

**Academic Experience:** Lecturer of Uyghur language, Department of East Asian Languages and Culture, University of Kansas, 2018 - Present; Graduate Research Assistant, University of Kansas, 2011- 2017; Researcher, Xinjiang Academy of Social Sciences, 2007 - 2011

**Overseas Experience:** China, France, Sweden

**Language(s) and Level of Proficiency:** Uyghur - 10, Chinese - 9, Turkish - 7; Persian - 4 (reading)

**Language Pedagogy Training:** Attended OPI/ACTFL training conference, 2018; 10 years Uyghur language research experience; 1 year Uyghur teaching experience; Teaching Certificate (Chinese), 1991, taught 10 years

**Instructional Content Area Expertise Represented as a Percentage:** 100% percent

**Number of Area Studies, International Studies, Language Courses Taught: 2**

Elementary Uyghur II, Intermediate Uyghur II

**Research and Teaching Specialization:** Turkic languages, Uyghur light verbs, Linguistics, Central Asian culture

**Number of Recent Publications: 1**

McKenzie, A., Eziz, G., & Major, T. (2018). Latent homomorphism and content satisfaction: The double life of Turkic auxiliary-(I) p bol-. *Glossa: a journal of general linguistics*, 3(1).

**CHRISTOPHER W. ANDERSON**

**Department and Tenure Status:** Associate Dean & Professor, School of Business (Tenured)

**Education:** PhD, Financial Economics, 1995, University of Pittsburgh; MA, Economics, 1990, University of Iowa; MA, Business, 1989, University of Iowa; BBA, Business, 1986, University of Iowa

**Academic Experience:** Professor/Associate Professor/Assistant Professor, University of Kansas 2000-2018; Visiting Scholar, Chongqing University, 2016, 2017; Visiting Professor, Universidad Técnica Federico Santa María, 2002, 1998, 1997; Assistant Professor, University of Missouri, 1997-2000; Visiting Assistant Professor, Penn State University, 1995-1997.

**Overseas Experience:** China, Japan, Brazil, Chile, Ecuador

**Language(s) and Level of Proficiency:** Portuguese - 8; Spanish - 4; Chinese - 2

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught: 1**

International Finance

**Research and Teaching Specialization:** Capital markets, international finance, real estate, corporate finance, contracting and governance, capital markets in Japan, Brazil, and Ecuador.

**Number of Recent Publications: 5; Selected**

Anderson, C. W., Huang, J. & Torna, G. (2017). Can investors anticipate post-IPO mergers and acquisitions? *Journal of Corporate Finance*, 45, 496-521.

Anderson, C. W., & Huang, J. (2017). Institutional investment in IPOs and post-IPO M&A activity. *Journal of Empirical Finance*, 41, 1-18.

Anderson, C. W., & Zhang, Y. J. (2015). External Contracting and Equity Financing at Biotech Firms: Evidence from PIPEs. *International Journal of Economics & Finance*, 7(2), 1-19.

**Number of Dissertations and Theses Supervised in Past Five Years: 8**

**Recent Recognitions/Honors/Awards:** Anderson Chandler Professor in Business; Phi Beta Delta Honor Society for International Scholars; Beta Gamma Sigma (1986 - Present)



**MICHAEL BASKETT**

**Department and Tenure Status:** Associate Professor and Chair of the Department of Film and Media Studies (Tenured)

**Education:** PhD, UCLA, 2000; MA, UCLA, 1993; BA, Brigham Young University, 1985

**Academic Experience:** Fulbright fellow in Japanese film at Waseda University (Tokyo) and Japan Foundation Visiting Professorship at Meiji University (Tokyo). Former Film/DVD Editor for *The Moving Image*, the journal of the Association of Moving Image Archivists (AMIA).

**Overseas Experience:** Raised in Japan; South Korea, Hong Kong, China, Taiwan

**Language(s) and Level of Proficiency:** Japanese - 8

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 4; Survey of Japanese Film; Asian Film; Contemporary Japanese Film; Undergraduate Studies Seminar in War and Memory in Asian Film

**Research and Teaching Specialization:** Japanese and Asian film studies, early world film history, transnational and diasporic cinemas, film/media history and criticism, and colonial film studies

**Number of Recent Publications:** 4; Selected

Baskett, M. (2016). Parting the Bamboo Curtain: Japanese Cold War Film Exchange with China. In B. Kushner & S. Muminov (Eds.), *Routledge Studies in the Modern History of Asia. The Dismantling of Japan's Empire in East Asia: Deimperialization, Postwar Legitimation and Imperial Afterlife*. (Invited) (Refereed)

Baskett, M. (2014). Japan's 1960s Spy Boom: Bond Meets Imperial Nostalgia. In M. Brittany (Ed.), *James Bond and Popular Culture: Essays on the Influence of the Fictional Superspy*. Jefferson, NC: McFarland & Company.

Baskett, M. (2014). Japan's Film Festival Diplomacy in Cold War Asia. *Velvet Light Trap*, (73). (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 13

**Recent Recognitions/Honors/Awards:** Celebration of Teaching Award, Center for Teaching Excellence, University of Kansas (2009); Celebration of Teaching Award, Center for Teaching Excellence, University of Kansas (2006)

**RAKESH BHALA**

**Department and Tenure Status:** Brenneisen Distinguished Professor, School of Law (Tenured)

**Education:** JD, Harvard Law School, 1989; MSc, Oxford University, Oxford, England, 1986; MSc, London School of Economics, London, England, 1985; AB, Duke University, 1984

**Academic Experience:** Manchester Journal of International Economic Law (MJIEL), Manchester, England and Seoul, Korea, Chief Book Review Editor, January 29, 2017 - Present, one of four chief book review editors, responsible for reviewing one book per year.

BloombergQuint, Mumbai (Bombay), India, Monthly Columnist, January 20, 2017 - Present

**Overseas Experience:** Lived, traveled, and/or worked in 46 countries

**Language(s) and Level of Proficiency:** French - 5; Chinese - 2; Arabic; Persian Farsi

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

Advanced International Trade Law; International Trade Law; International Law and Literature

**Research and Training Specialization:** International trade regulation, advanced international trade regulation, Islamic law

**Number of Recent Publications:** 27; Selected

Bhala, R. (2018). *Would A China-U.S. Trade War Be "Just"?*, in Bloomberg Quint (India) (Bloomberg Quint, 30 Mar.).

Bhala, R. (2017). TPP, American National Security, and Chinese SOEs. *World Trade Review*, 16(4 (October 2017)), 665-671.

Bhala, R. (2015). *International Trade Law: An Interdisciplinary, Non-Western Textbook* (4th ed.). New York, N.Y., U.S.A.: Lexis Nexis. 2 Volumes (2,957 total pages), Volume I (1,458 pages) II (1,499 pages). (Invited)

**Number of Dissertations and Theses Supervised in Past Five Years:** 1

**Recent Recognitions/Honors/Awards:** Alumni Fellowship Award for Excellence in Teaching, College of William & Mary; Indian Society of International Law (ISIL); Life Membership, Indian Society of International Law (ISIL) (October 9, 2013 - Present)

**CHRIS BROWN**

**Department and Tenure Status:** Professor, Geography (Tenured)

**Education:** PhD, Geography, 1999, University of California; MA, Latin American Studies, 1992, University of Kansas; BA, Biology, 1989, University of Kansas

**Academic Experience:** University of Kansas, Director, Environmental Studies Program, 2008 – Present; Associate Professor, Department of Geography and the Environmental Studies Program, 2007- 2014

**Overseas Experience:** Brazil, Kenya, Ethiopia

**Language(s) and Level of Proficiency:** Portuguese - 9, Spanish - 8, Amharic - 3

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Global Environment I: Discovering Environmental Change

**Research and Training Specialization:** Social relations in Amazonian rural development; Expansion of soybean production in Amazonia; Development and the Politics of Scale.

**Number of Recent Publications:** 15; Selected

Caldas, M. Granco, G. Bishop, C. Kastens, J. & Brown, C. (in press). Effects of sugarcane ethanol expansion in the Brazilian Cerrado: Land uses response in the new frontier. In Z. Qin, U. Mishra, & A. Hastings (Eds.), *Bioenergy and Land Use Change*. Wiley.

Kastens, J. H., Brown, C. Bishop, C. R., Coutinho, A. C., & Esquerdo, J. (n.d.). Soy Moratorium Impacts on Soybean and Deforestation Dynamics in Mato Grosso, Brazil . *PLOS ONE*.

Oliveria, M. Brown, C. & Moreira, M. P. (2017). Highway Infrastructure, Protected Areas, and Orchid Bee Distribution and Conservation in the Brazilian Amazon. *Journal of Environmental Protection*, 8(8), 923.

**Number of Dissertations and Theses Supervised in Past Five Years:** 23

**Recent Recognitions/Honors/Awards:** George and Eleanor Woodyard International Educator Award, International Programs, University of Kansas (2016); John C. Wright Graduate Mentor Award, University of Kansas (2008); W. T. Kemper Fellowship for Teaching Excellence, 2006; H.O.P.E. (Honor for an Outstanding Progressive Educator) award nominee, 2003

**JAMES BUTLER**

**Department and Tenure Status:** Senior Scientist, Kansas Geological Survey (Non-Tenure Track)

**Education:** Ph.D., Applied Hydrogeology, Department of Applied Earth Sciences, Stanford University, M.A. Applied Hydrogeology, Department of Applied Earth Sciences, Stanford University, B.S., Geology, College of William and Mary

**Academic Experience:** University of Kansas Geohydrology Section Chief, 2008-present, Senior Scientist; Investigation of groundwater quality and quantity problems of significance to Kansas, Associate Scientist; Well Hydraulics: Theory and Interpretation (short course - Korea Institute of Geosciences and Mineral Resources, 2014); Field Investigations and Numerical Modeling Studies of Groundwater Contamination (short course - Beijing Water International, 2011)

**Overseas Experience:** China, Korea, and Japan.

**Language(s) and Level of Proficiency:** Mandarin Chinese - 6; French - 5; Spanish - 4

**Instructional Content Area Expertise Represented as a Percentage:** 10 percent

**Research and Training Specialization:** Hydrology; Geohydrology

**Number of Recent Publications:** 5; Selected

Butler, J.J., Jr., D.O. Whittemore, B.B. Wilson, and G.C. Bohling. (2016). A new approach for assessing the future of aquifers supporting irrigated agriculture, *Geophys. Res. Lett.*, v. 43, no. 5, pp. 2004-2010.

Knight, R., D.O. Walsh, J.J. Butler, Jr., E. Grunewald, G. Liu, A.D. Parsekian, E.C. Reboulet, S. Knobbe, and M. Barrows. (2016). NMR Logging to estimate hydraulic conductivity in unconsolidated aquifers, *Groundwater*, v. 54, no. 1, pp. 104-114.

Liu, G., S. Knobbe, E.C. Reboulet, D.O. Whittemore, F. Handel, and J.J. Butler, Jr. (2016). Field investigation of a new artificial recharge approach for ASR projects in near-surface aquifers, *Groundwater*, v. 54, no. 3, pp. 425-433.

**HUI CAI**

**Department and Tenure Status:** Assistant Professor, School of Architecture, Design & Planning – Architecture, (Tenure-Track)

**Education:** Ph.D., Georgia Institute of Technology; M.A., Architecture, National University of Singapore; B.Arch, with highest honor, Southeast University

**Academic Experience:** University of Kansas, Assistant Professor, August 20, 2014 – Present; University of Missouri, Columbia, MO, Assistant Teaching Professor, Department of Architectural Studies, August 2013 – 2014; RTKL Associates Inc., Health + Science Research Leader and Designer, August 2012 – August 2013

**Overseas Experience:**

**Language(s) and Level of Proficiency:** Chinese - 10; English - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught: 1**

Healthy and Sustainable Environments II

**Research and Training Specialization:** Evidence-based design research; healthcare design; performance-driven design; communication; cross-cultural research; health and wellness.

**Number of Recent Publications: 15;** Selected

Wang, Z., & Cai, H. (2018). A Study on Environmental Design and Industrial Competitiveness of Chinese and American Care Facilities for the Elderly [in Chinese]. *Architecture Journal*, 2018(2): 76-81.

Wang, Z., & Cai, H. (2018). Landscape Healing Factors and Planning of Medical Environment [in Chinese]. *Chinese Hospital Architecture and Equipment*, 2018 (1): 98-102.

Cai, H., & Wang, Z. (2017). University-based Retirement Community: An analysis of development model, planning, and design of the U.S. University-based Retirement Community [in Chinese]. *Architecture Journal*.

Cai, H., & Zimring, C. (2017). Cultural impacts on nursing unit design: A comparative study on Chinese nursing unit typologies and their U.S. counterparts using space syntax. *Environment and Planning B: Planning and Design*.

**Number of Dissertations and Theses Supervised in Past Five Years: 13**

**Recent Recognitions/Honors/Awards:** 2016 Chinese National Competition on International Joint Studio Design Projects, Chinese Architectural Education Board (March 2016 - Present); Best Practice Institute from Center for Teaching Excellence, Center for Teaching Excellence (May 16, 2016 - May 19, 2016)

**ZONGWU CAI**

**Department and Tenure Status:** Professor, Economics (Tenured).

The Charles Oswald Professor of Econometrics,

**Education:** Ph.D., Statistics, University of California Davis, 1995; M.S. Statistics, Zhejiang University, 1988; B.S. Mathematics, China University of Geosciences, 1982.

**Academic Experience:** Dongbei University of Finance and Economics, Guest Professor, 2014 – Present; Florida Atlantic University, Affiliate Research Professor, Department of Mathematical Sciences, 2013 – Present; University of Kansas, The Charles Oswald Professor of Econometrics and Professor of Economics, 2013 – Present; Fudan University: Advanced Time Series Econometrics, Ph.D. level for economics and finance majors; Shanghai Jiatong University: Advanced Time Series Econometrics, Ph.D. level for economics and finance majors Advanced Econometrics, Ph.D. level for economics and finance majors

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Research and Teaching Specialization:** Econometrics; Financial Econometrics; Time Series Analysis; Nonparametric Econometrics; Quantitative Finance; Theoretical and Applied Econometrics; Financial Econometrics; Quantitative Finance and Risk Management; Applied Econometrics in Labor Economics and Macroeconomics.

**Number of Recent Publications: 18;** Selected

Xu, Q., Cai, Z., & Fang, Y. (2016). Panel data models with cross-sectional dependence. *Applied Mathematics -- A Journal of Chinese Universities, Series B*, 31(2), 127-147.

Cai, N., Cai, Z., Fang, Y., & Xu, Q. (2015). Forecasting major Asian exchange rates using a new semiparametric STAR model. *Empirical Economics*, 48, 407-426. (Refereed)

Cai, Z., H. Chen and X. Liao (2018). A double-weighted robust approach to testing predictability of asset returns. Submitted to *Journal of Econometrics*.

**Number of Dissertations and Theses Supervised in Past Five Years: 7**

**Recent Recognitions/Honors/Awards:** Fellow, ASA (The American Statistical Association) (2013); The Econometric Theory Multa Scripsit Award (2013); President of the Chinese Economist Society 2018-2019

**EDWARD CANDA**

**Department and Tenure Status:** Professor, School of Social Welfare (Tenured)

**Education:** PhD, Ohio State University, 1986; MSW, Ohio State University, 1982; MA, University of Denver, 1979; Graduate Fellow, Sungkyunkwan University, Seoul, 1976-1977; BA, Kent State University, 1976

**Academic Experience:** University of Kansas, Professor, Associate Professor, Assistant Professor; Ritsumeikan University College of Human Services, Kyoto, Japan, Visiting Professor; Doshisha University, Visiting Researcher, Kyoto, Japan; University of Hong Kong Centre on Behavioral Health, Hong Kong, China, Consultant. Kansai University, Visiting Scholar, Osaka, Japan

**Overseas Experience:** Japan, South Korea, Hong Kong

**Language(s) and Level of Proficiency:** Korean - 4

**Instructional Content Area Expertise Represented as a Percentage:** 10 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Human Behavior in the Social Environment; Graduate Research (Social Work)

**Research and Training Specialization:** Spiritual diversity in social work theory and practice; philosophy of social work; qualitative research methods; international social work; Korean social welfare in relation to Korean philosophy and religions; East Asian and international perspectives on social welfare.

**Number of Recent Publications:** 10; Selected

Yi, J.-H. (2017). In E. Canda (Ed.) & M.-G. You (Ed. & Trans.), *The Korean alphabet: Right sounds to educate the people; Explanation and translation, third edition. Edited by Dong-Jun Yi*. (Invited)

Nelson-Becker, H., Canda, E. R., & Nakashima, M. (2015). Spirituality in professional practice with older adults. In D. B. Kaplan & B. Berkman (Eds.), *Handbook of social work in health and aging, revised edition* (pp. 73-84). New York, NY: Oxford University Press. (Invited)

Benson, P. W., Furman, L. D., Canda, E. R., Moss, B., & Danbolt, T. (2015). Spiritually sensitive social work with victims of natural disasters and terrorism. *British Journal of Social Work*, bcv053, 1-22. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 11

**Recent Recognitions/Honors/Awards:** Council on Social Work Education Significant Lifetime Achievement Award, 2013; Alpha Delta Mu, National Social Work Honor Society; Phi Kappa Phi, Honor Society; Phi Beta Delta, International Honor Society (2008 – Present)

**SO-MIN CHEONG**

**Department and Tenure Status:** Associate Professor, Geography (Tenured)

**Education:** PhD, University of Washington, 2001; MA, University of Washington, 1996; MA, Hankuk University of Foreign Studies, Korea, 1993; BA, Yonsei University, Korea, 1991

**Academic Experience:** University of Kansas, Associate Professor, Assistant Professor; Stanford University, Visiting Position, Biology, 2007 – 2008; BRGM (Bureau de Recherches Géologiques et Minières), France, Visiting Position; Texas A&M University, Visiting Assistant Professor, 2002 - 2005

**Overseas Experience:** Korea, Jordan

**Language(s) and Level of Proficiency:** Korean - 10; Chinese - 2; French - 2

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

China's Geographies; Topics in Cultural Geography: East Asia

**Research and Training Specialization:** Environmental management and marine policy, coastal adaptation

**Number of Recent Publications:** 9; Selected

Cheong, S. (in press). Mental Health and Disasters. Seoul, Korea: Ministry of Public Safety and Security.

Cheong, S., & Willis, S. (2015). Integrating research and education: Undergraduate field work in geography. *Council on Undergraduate Research Quarterly*, 36(1), 40-46. (Refereed)

Cheong, S., Choi, G., & Lee, H. (2015). Barriers and solutions to smart water grid development. *Environmental Management*. (Refereed)

Cheong, S. (2014). Coastal Adaptation: The Case of Ocean Beach, San Francisco. *Environmental Science and Policy*. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 2

**Recent Recognitions/Honors/Awards:** Contributing Author, IPCC AR5; Korea Foundation Field Research Fellowship; Lead Author, Intergovernmental Panel on Climate Change (IPCC) SREX; NSF CAREER award

**TAILAN CHI**

**Department and Tenure Status:** Professor, School of Business (Tenured)

**Education:** PhD, University of Washington, 1990; MA, University of Washington, 1988; MBA, University of San Francisco, 1985; B.E., University of International Business and Economics, Beijing, 1983

**Academic Experience:** University of Illinois at Urbana-Champaign, Champaign, IL, Associate Professor, College of Commerce and Business Administration, 2000-2003; University of Wisconsin–Milwaukee, Milwaukee, WI, Associate Professor, School of Business Administration, 1997-1999; Editorial Board Member *Journal of International Business Studies*. (2007-2010); *Management and Organization Review*. (2003-2007); *Advances in International Management*. (1997-2005); Special Issues Editor *Management and Organization Review*. (2006)

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10; Russian - 2; Japanese - 2

**Instructional Content Area Expertise Represented as a Percentage:** 75 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

Introduction to International Business; Business in China; International Business

**Research and Training Specialization:** Choice of foreign market entry modes, organizational structures of multinational corporations, and market valuation of a firm's intangible assets; global regime of international business; international business; doing business in China

**Number of Recent Publications:** 6; Selected

Chi, T., & Seth, A. (in press). Rationality in theoretical modeling of collaborative ventures. In F. Contractor & J. J. Reuer (Eds.), *Frontiers of Strategic Alliance Research: Negotiating, Structuring and Governing Partnerships*. U.K.: Cambridge University Press. (Invited)

Shenkar, O., Luo, Y., & Chi, T. (2015). *International Business*. Routledge.

Chi, T. (2015). Commentary: Internalization theory and its relation to RBV and TCE. *Journal of World Business*, 50, 634–636.

**Number of Dissertations and Theses Supervised in Past Five Years:** 5

**Recent Recognitions/Honors/Awards:** AIB Fellow, Academy of International Business (2015- Present); Ph.D. Mentor Award (2016, 2011); Carl A. Scupin Faculty Fellow, Sponsored by University of Kansas School of Business (2010); Guy O. and Rosa Lee Mabry Best Paper Award, University of Kansas School of Business (2010); *Journal of International Business Studies* Best Reviewer Award, Academy of International Business (2009)

**MARGARET CHILDS**

**Department and Tenure Status:** Associate Professor and Chair, East Asian Languages and Cultures (Tenured)

**Education:** PhD, University of Pennsylvania, 1983; MA, Columbia University, 1978; BA, Gettysburg College, 1972

**Academic Experience:** University of Kansas, Chair, Department of East Asian Languages and Cultures, Associate Professor, Assistant Professor; University of Michigan, Visiting Associate Professor; Columbia University, New York, NY, Shincho, Visiting Professor of Japanese Literature; Southern Illinois University at Carbondale, Carbondale, IL, Assistant Professor; University of Pennsylvania, Philadelphia, PA, Teaching Fellow

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Japanese - 8; Chinese, reading - 5

**Language Pedagogy Training:** Has taught Japanese since 1976; Member: Association of Teachers of Japanese

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 23; Selected

Myth, Legend & Folk Beliefs of East Asia; Japan's Literary Legacy; Love, Sex & Gender in Japanese Literature

**Research and Training Specialization:** Heian and Kamakura narrative fiction; Buddhist Narratives

Elementary Japanese; Premodern Japanese Literature.

**Number of Recent Publications:** 6; Selected

Childs, M. and Nancy Hope, editors. (2015). *Voices of East Asia: Essential Readings from Antiquity to the Present*. Routledge.

Childs, M. (forthcoming). Review of *Waka and Things, Waka as Things*. Edward Kamens. Yale, 2018. In *Choice*.

Childs, M. (2017). Review of *A Storied Sage: Canon and Creation in the Making of a Japanese Buddha*, Micah L. Auerback, University of Chicago Press. In the *Journal of Japanese Studies*.

Childs, M. (2017). Review of *Teika: the Life and Works of a Medieval Japanese Poet*. Hawaii, 2017. In *Choice*.

**Number of Dissertations and Theses Supervised in Past Five Years:** 11

**HYESUN CHO**

**Department and Tenure Status:** Associate Professor, Curriculum and Teaching, TESOL (Tenured)

**Education:** Ph.D., Second Language Acquisition, Department of Second Language Studies, University of Hawaii at Manoa; M.A. English as a Second Language, Department of Second Language Studies, University of Hawaii at Manoa; B.A., English Language Education, Korea University.

**Academic Experience:** Associate Professor, TESOL, Curriculum and Teaching at KU 2017-present  
Core faculty member, Diversity Committee, CEAS, 2015-Present; Assistant Professor, TESOL, Curriculum and Teaching at KU, 2011-2017; Curriculum Designer and Instructor, Hawaii State Board of Education;  
Undergraduate Instructor, University of Hawaii at Manoa; English teacher, Seoul, Korea

**Overseas Experience:** Korea

**Language(s) and Level of Proficiency:** Korean - 10

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Problems in Second Language Instruction; Language and Identity

**Research and Training Specialization:** Korean as a heritage language; social identity of language learners and teachers; second/foreign language education, TESOL; critical literacy; service learning in teacher education

**Number of Recent Publications:** 16; Selected

Cho, H., & Adams, D. (2018). Service-learning as a means for preparing preservice teachers to work with English language learners. In T. Meidl (Ed.), *Service-learning initiatives in teacher education programs*. Hershey, PA: IGI Global.

Cho, H. (2018). *Critical literacy pedagogy for bilingual preservice teachers: Exploring social identity and academic literacies*. Singapore: Springer.

Kim, S., & Cho, H. (2017). Reading outside the box: Exploring critical literacy with Korean preschoolers. *Language and Education*, 31(2), 110-129.

**Number of Dissertations and Theses Supervised in Past Five Years:** 12

**Recent Recognitions/Honors/Awards:** Michael B. Salwen Scholars Award, Korean-American Educational Researchers Association (April 2014 - Present)

**KELLY CHONG**

**Department and Tenure Status:** Associate Professor, Associate Chair Sociology (Tenured)

**Education:** PhD, University of Chicago, 2002; MA, University of Illinois, 1989; MIA, Columbia University, 1993

**Academic Experience:** University of Kansas, Lawrence, KS, Associate Professor, 2011 – Present, Assistant Professor 2004 – 2011; Harvard Divinity School, Cambridge, MA, Research Associate/Visiting Lecturer, Women's Studies in Religion Program, 2003 - 2004

**Overseas Experience:** South Korea, Japan

**Language(s) and Level of Proficiency:** Korean - 10; Japanese - 8; Spanish - 6

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6

Sociology of Asian Americans; Sociology of Gender; Seminar in Gender, Modernity, and Development in East Asia; Ethnicity in the United States: Asian-Americans; Sociological Theory

**Research and Training Specialization:** Sociology of gender, sociology of religion, social change, East Asian studies, Asian-American studies, race and ethnicity, politics of conversion and gender among contemporary South Korean evangelical women

**Number of Recent Publications:** 8; Selected

Chong, K. H. (2017). 'Asianness Under Construction.' The Contours and Negotiation of Pan-Ethnic Identity/Culture among Inter-Ethnically Married Asian Americans. *Sociological Perspectives*, 60(1), 52-76.

Chong, K. H. (2015). Feminine Habitus: Rhetoric and Rituals of Conversion and Commitment among Contemporary South Korean Women. In S. Coleman & R. Hackett (Eds.), *The Anthropology of Global Pentecostalism and Evangelicalism*. NY: NYU Press.

Chong, K. H. (2013). The Relevance of Race: Children and Shifting Racial/Ethnic Consciousness Among Interracially Married Asian Americans. *Journal for Asian American Studies*, 16 (2), 189-221.

**Number of Dissertations and Theses Supervised in Past Five Years:** 2

**Recent Recognitions/Honors/Awards:** Sabbatical Award, University of Kansas (Fall 2016); Senior Administrative Fellow, University of Kansas (Fall 2015 - Spring 2016); Curriculum Development Award, KU Center for East Asian Studies (2012); Internationalizing the Curriculum Award, KU Office of International Programs (2012)

**ALEXANDER DIENER**

**Department and Tenure Status:** Associate Professor, Geography and Atmospheric Science (Tenured).

**Education:** PhD, Geography, University of Wisconsin; MA, Political Geography, University of South Carolina; MA, International Relations, University of Chicago; BA, International Studies, Pepperdine University

**Academic Experience:** University of Kansas, Associate Professor, Department of Geography, 2015 - Present  
University of Kansas, Director of CREES (Center for Russian, East European, and Eurasian Studies), August 2016 - July 2017

**Overseas Experience:** Central Eurasia, Middle East, Europe, Northeast Asia

**Language(s) and Level of Proficiency:** Kazakh - 6; Russian - 6; Uzbek - 5; Kyrgyz - 5; Arabic - 3; Mongolian - 3

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Understanding Central Asia; World Regional Geography

**Research and Training Specialization:** Geopolitics, Identity and place, Central Eurasia and Northeast Asia, Borders and human mobility/immobility, Economic geography, Cultural hybridity, Diaspora/transnationalism, Urban landscape change

**Number of Recent Publications:** 21; Selected

Diener, A. C., & Hagen, J. (2018). The Political Sociology and Geography of Borders. In W. Outhwaite & S. Turner (Eds.), *Sage Handbook in Political Sociology* (pp. 330-346). California: Sage Publishers.

Diener, A. C. (2017). Re-Scaling Citizenship: From Polis to Empire to State Formation and Beyond. In R. Bauböck, I. Bloemraad, & M. Vink (Eds.), *Oxford Handbook of Citizenship* (pp. 36-59). Oxford, UK: Oxford University Press.

Diener, A. C. (2017). Parsing Mobilities in Central Eurasia: Border Management and New Silk Roads. In M. Laruelle (Ed.), *The Central Asia-Afghanistan Relation from Soviet Intervention to the US Silk Road Initiative*. Lexington Books.

**Number of Dissertations and Theses Supervised in Past Five Years:** 8

**Recent Recognitions/Honors/Awards:** Nominated for Howard A White Teaching Award, Pepperdine University (2009 - 2010); Finalist for Howard A White Teaching Award, Pepperdine University (2008 - 2009)

**VICKIE FU DOLL**

**Department and Tenure Status:** Librarian for Chinese Studies, Korean Studies, and East Asian Studies (Tenured)

**Education:** MA, Special Studies (Computer Graphics and Computer Aided Design of Chinese Characters), University of Kansas, 1985, BA, Educational Media Sciences, Tamkang University, 1978

**Academic Experience:** Associate Librarian, University of Kansas Libraries, 2000-2014; Co-Chair, International Area Studies, University of Kansas Libraries, 2012-2013; Assistant Librarian, University of Kansas Libraries, 1994-2000

**Overseas Experience:** China, Taiwan, South Korea

**Language(s) and Level of Proficiency:** Chinese - 10; Japanese - 4

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Research and Training Specialization:** Chinese studies librarianship, information retrieval and issues related to Internet resources in Chinese studies applications, and CJK vernaculars computer technologies and applications. North America East Asian library collections assessments, and Chinese electronic resource development.

**Number of Recent Publications:** 5; Selected

Doll, V. & Liu, W. (2017). *Council on East Asian Libraries statistics 2015-2016: for North American institutions*. Council on East Asian Libraries of the Association for Asian Studies.

Doll, V. (2016). The Korean Studies Collection at the University of Kansas. *Trends in Overseas Korean Studies Libraries*, 16(December), 90-119.

Doll, V. (2016). CEAL Statistics 2015 with Multi-year Summary and Comparison. *Journal of East Asian Libraries*, 162, 63-89.

**Recent Recognitions/Honors/Awards:** Gretchen and Gene A. Budig Distinguished Librarian Award (2014), University of Kansas Libraries (2014); Inductee, Phi Beta Delta, Alpha Pi Chapter, University of Kansas, Phi Beta Delta, Alpha Pi Chapter, Honor Society for International Scholars, University of Kansas (2013); P.I. Korean Studies e-Resources Support Program, Korea Foundation 2010, 2011, 2012, 2013, 2014; Council on East Asian Libraries (CEAL) Executive Board member, 2000-present; University of Kansas Center for East Asian Studies Faculty Service Award, 2009.

**CHANGMING DUAN**

**Department and Tenure Status:** Professor, Educational Psychology, Program Director (Tenured)

**Education:** Ph.D., Counseling & Social Psychology (Dual Major Degree), University of Maryland; M.A., Social Psychology, University of Maryland; M.S., Sociology of Sports, University of Waterloo; B.A., Hefei Polytechnical University

**Academic Experience:** University of Kansas, Associate Professor & Director of Training, 2011 - August 2014, Department of Psychology and Research in Education; University of Kansas, Professor, August 2014 - Present, Department of Psychology and Research in Education; Group Counseling in China and Counseling Chinese College Students, Central China Normal University, Wu Han, China

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Research and Training Specialization:** Counseling and Social Psychology

**Number of Recent Publications:** 10; Selected

Chen-Bouck, L., & Duan, C. (2016). A Qualitative Study of Urban Chinese Middle-Class Mothers' Parenting for Adolescents. *Journal of Adolescent Research*. (Refereed)

Xia, M., Jiang, G., & Duan, C. (2015). Relationship among attribution, perceived social acceptance, and helping behavior among Chinese college students [The predictive role of mastery experience in counseling Chinese counselors' counseling self-efficacy]. *American Review of China Studies*, 16, 1-16. (Refereed)

Lei, Y., & Duan, C. (2015). Relationship between therapist empathy and client-perceived working alliance in China: A multilevel modelling analysis. *Counseling Psychology Quarterly*, 22, 1-16. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 8

**Recent Recognitions/Honors/Awards:**

2016 Outstanding Lifetime Contribution Award, Section for the Promotion of Psychotherapy Science, Society of Counseling Psychology of APA (August 4, 2016 - Present)

**ARIENNE DWYER**

**Department and Tenure Status:** Professor of Linguistic Anthropology (Tenured), Co-Director Institute for Digital Research in the Humanities

**Education:** PhD, University of Washington; MA, University of Washington; BA, University of British Columbia

**Academic Experience:** University of Kansas, Lawrence, KS, Co-Director, Institute for Digital Research in the Humanities, (Research Director 2018-, Co-Director, 2010 – Present), CUNY Graduate Center, New York, NY, Visiting Professor of Digital Humanities, Spring 2013; Editor: *Journal of Central and Inner Asian Dialogue*; Advisor: Turkic Terminology group, American Association of Teachers of Turkic, 2010; Advisor: Linguist List Advisory Board, Jan 2010-present.

**Overseas Experience:** China, Kazakhstan, Kyrgyzstan, Germany, Japan, Taiwan, Morocco, France

**Language(s) and Level of Proficiency:** English - 10, German - 10, Mandarin - 9, Uyghur - 8, French - 7, Japanese - 6, Salar - 5, Kyrgyz - 5, Classical Chinese - 4, Manchu - 4, Russian - 4, Zhongyuan Mandarin - 3; Persian - 2; Arabic - 2; Monguor - 1; Bonan - 1; Wutun - 1

**Language Pedagogy Training:** Developed Uyghur Language program, developed Uyghur Textbook, recruited and trained instructor, see below. Taught Mandarin Chinese. Taught Kyrgyz.

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 8; Selected

Linguistics in Anthropology; Language in Culture and Society; Discourse Analysis; Current Linguistic Anthropology; Linguistic Data Processing

**Research and Training Specialization:** Linguistic and cultural contact, language documentation, and language ideology; areal focus on China and Chinese Inner Asia

**Number of Recent Publications:** 11; Selected

Dwyer, A. M., Zepeda, O., Lacher, J., & Underriner, J. (2018). Training Institutes for Language Revitalization. In L. Hinton, L. Huss, & G. Roche (Eds.), *The Routledge Handbook of Language Revitalization* (pp. 61-69). Routledge.

Dwyer, A. M. (2017). Manuscript Technologies, Writing and Reading in Early 20th Century Kashgar. In I. Beller-Hann, J. Sugawara, & B. Schlyter (Eds.), *Kashgar Revisited: The Life and Work of Ambassador Gunnar Jarring* (pp. 34-57). Brill.

**Number of Dissertations and Theses Supervised in Past Five Years:** 19

**Recent Recognitions/Honors/Awards:** 2014 Fellow of the John Simon Guggenheim Memorial Foundation, 2014 fellowship from the National Endowment for the Humanities



**ROBERT FIORENTINO**

**Department and Tenure Status:** Associate Professor, Linguistics (Tenured)

**Education:** PhD, University of Maryland, College Park, 2006; BA, Boston College, 1995

**Academic Experience:** University of Kansas, Lawrence, KS, Associate Professor, Department of Linguistics, 2012 - Present; University of Kansas, Assistant Professor, Linguistics, 2006 - 2012; San Francisco State University, Lab Manager, Infant Cognition Laboratory, 1998 - 2001

**Language(s) and Level of Proficiency:** Japanese - 5

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Research in Acquisition & Processing

**Research and Training Specialization:** Neurolinguistics, and Psycholinguistics, with an emphasis on the application of brain imaging techniques such as MEG, EEG, and fMRI to linguistic research.

**Number of Recent Publications:** 9; Selected

Fiorentino, R., Covey, L., & Gabriele, A. (2018). Individual differences in the processing of referential dependencies: evidence from event-related potentials. *Neuroscience Letters*, 673, 79-84

Gabriele, A., Fiorentino, R., and Covey, L. (2017). Understanding the symptoms and sources of variability in second language sentence processing. *Bilingualism: Language and Cognition*, 20, 685-686.

Fiorentino, R., Naito-Billen, Y., & Minai, U. (2016). Morphological Decomposition in Japanese De-adjectival Nominals: Masked and Overt Priming Evidence. *Journal of Psycholinguistic Research*, 45(3), 575-597.

**Number of Dissertations and Theses Supervised in Past Five Years:** 24

**SHERRY FOWLER**

**Department and Tenure Status:** Professor, Art History (Tenured)

**Education:** PhD, University of California, Los Angeles, 1995; MA, University of Washington, 1989

**Academic Experience:** University of Kansas, Professor of Japanese Art History, 2016 - Present; University of Kansas, Associate Professor of Japanese Art History, 2004 - 2016; University of Kansas, Assistant Professor of Japanese Art History, 2000- 2004; Lewis & Clark College, Assistant Professor of East Asian Art History, 1995 - 2000; University of California at Irvine, Instructor of Japanese Art History, 1994 - 1995

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Japanese - 8; Chinese - 2; French - 2

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 14; Selected

The Art of Buddhism; Art and Culture of Japan; Japanese Painting; Japanese Sculpture; Crafts in Japan; Seminar in Korean Art: Korea-Japan: Negotiating Art

**Research and Training Specialization:** Japanese Buddhist art history

**Number of Recent Publications:** 6; Selected

Fowler, S. (2016). *Accounts and Images of the Six Kannon in Japan*. Honolulu, HI: University of Hawai'i Press. (Refereed)

Fowler, S. (2014). Saved by the Bell: Six Kannon and Bonshō. In D. Wong (Ed.), *Cultural Crossings: China and Beyond in the Early Medieval Period*. Singapore: Nalanda-Sriwijaya Centre, Institute of Southeast Asian Studies. (Invited) (Refereed)

Fowler, S. (2014). Containers of Sacred Text and Image at Twelfth-Century Chōanji in Kyushu. *Artibus Asiae*, 74(1), 43-73. (Invited) (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 3

**Recent Recognitions/Honors/Awards:** Editor, Journal, *Bijutsushi* [Art History]. Editor for the English abstracts. (2009 - 2010)

**ALISON GABRIELE**

**Department and Tenure Status:** Associate Professor, Linguistics (Tenured)

**Education:** PhD, City University of New York, 2005

**Academic Experience:** University of Kansas, Lawrence, KS, Associate Professor, Department of Linguistics, Fall 2011 – Present; University of Kansas, Lawrence, KS, Assistant Professor, Department of Linguistics, 2005 – 2011; Queens College, City University of New York, New York, NY, Adjunct lecturer, Department of Linguistics and Communications Disorders, 2003

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 6

**Language Pedagogy Training:** University of Kansas, Lawrence, KS, Director, Second Language Acquisition Lab, Department of Linguistics; Japan Exchange and Teaching (JET) Program, Hyōgo Prefecture, Japan, Assistant English Language Teacher, July 2000 - July 2001, Yasutomi Junior High, Yasutomi North and South Elementary

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6; Selected

Second Language Acquisition I and II; Introductory Linguistics; First Year Seminar in Linguistics: Beyond English: Is one language enough in today's world?

**Research and Training Specialization:** Acquisition of syntax and semantics by adult second language learners, focusing on the issues of transfer and learnability

**Number of Recent Publications:** 9; Selected

Gabriele, A., Fiorentino, R., & Covey, L. (2016). Understanding the symptoms and sources of variability in second language sentence processing. *Bilingualism: Language and Cognition*, 3. (Invited) (Refereed)

Johnson, A., Fiorentino, R., & Gabriele, A. (2016). Syntactic constraints and individual differences in the native and nonnative processing of wh-movement. *Frontiers in Psychology/Language Sciences*, 7(549).

Conelly, P., Minai, U., & Gabriele, A. (2016, December). Comprehension of Mimetics by Adult Native Speakers of Japanese. *Kansas Working Papers in Linguistics* (Vol. 37, pp. 23-41). (Refereed)

Gabriele, A., & Sugita Hughes, M. (2015). Tense and aspect in Japanese as a second language. In M. Nakayama (Ed.), *Handbook of Japanese Psycholinguistics* (pp. 271-302). Mouton de Gruyter.

**Number of Dissertations and Theses Supervised in Past Five Years:** 25

**Recent Recognitions/Honors/Awards:** CTE Award for Excellence in Teaching, University of Kansas (2011)

Byron A. Alexander Graduate Mentor Award, University of Kansas (2009)

**DAN GALINDAU**

**Department and Tenure Status:** Business, Lecturer (Non-Tenure Track)

**Education:** M.B.A., Industrial Marketing, 1983, University of Southern California, Los Angeles, CA

B.A., Geography, 1977, University of California at Los Angeles, Los Angeles, CA

**Academic Experience:** Zhongnan University, Wuhan, China, Lecturer, 2006 - Present, Lecturer in Cross-Cultural communication and business practices for the Executive Education Program; University of Kansas, Lecturer, 2005 - Present

**Overseas Experience:** China, Korea, Japan

**Language(s) and Level of Proficiency:**

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6

Comparative & Cross-Cultural Management; International Management; International Business; Business Practices in China; Managing Internationally; International Business Strategy

**Research and Training Specialization:** International Business, Management

**Recent Recognitions/Honors/Awards:** Henry A. Bubb Award For Teaching Excellence, School of Business, University of Kansas, 2016

**ELAINE GERBERT**

**Department and Tenure Status:** Associate Professor, East Asian Language & Cultures (Tenured)

**Education:** PhD, Yale, 1990; MA, University of Chicago, 1972; BA, University of California, Berkeley, 1966

**Academic Experience:** University of Kansas, Lawrence, KS, Director, Center for East Asian Studies, January 2002 - June 2007; University of Kansas, Lawrence, KS, Associate Professor of Japanese, East Asian Languages and Cultures, 1996 – Present; University of Kansas, Lawrence, KS, Director, Summer Institute, Kansas University at Kanagawa University, 2012; University of Kansas, Lawrence, KS, Director, Summer Institute, Kansas University at Kanagawa University, 1993

**Overseas Experience:** Japan, Korea, France

**Language(s) and Level of Proficiency:** Japanese - 8; French - 4; Chinese - 2; German - 2

**Language Pedagogy Training:** Has taught Japanese since 1974; Member of Association of Teachers of Japanese

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 15; Selected

Advanced Modern Japanese I & II; Japanese Fiction and Film; Modern Japanese Literature in Translation: 1868-1945; Representation of Gender Roles in Modern Japan; The Culture of Play in Japan

**Research and Training Specialization:** Literature in interwar; the culture of play in Japan; visual culture in Japan; humor and laughter in Japan; Education in Japan; Modern Japanese literature, particularly prose literature written in the first three decades of the 20th century.

**Number of Recent Publications:** 2

Koji, U. (2013). The Law Graduate in the Attic (E. Gerbert, Trans.). In A. Yiu (Ed.), *Three Dimensional Reading: Modernism and Spatial Configuration in Modern Japanese Literature*. Honolulu: University of Hawaii Press. ISBN: 978-0-8248-3801-0 (Invited) (Refereed)

Ranpo, E. (2013). *Strange Tale of Panorama Island* (E. Gerbert, Trans.). Honolulu: University of Hawaii Press. 113 pages. ISBN: 978-0-8248-3703-7 (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 6

**Recent Recognitions/Honors/Awards:** Asian Studies Development Program Institute on East Asian Philosophy, sponsored by Tokyo University and the University of Hawaii at the East West Center University of Hawaii, Manoa (2012) Korea Society, Fall Fellowship for American Educators, Korea Society (October 2011); Asian Studies Development Program Institution grant, East West Center University of Hawaii at Manoa (July 25, 2011 - August 12, 2011)

**J. MEGAN GREENE**

**Department and Tenure Status:** Associate Professor, History; Director of Faculty Programs, Office of International Programs (Tenured)

**Education:** PhD, Washington University, 1997; MA, University of Chicago, 1988; BA, Cornell University, 1984

**Academic Experience:** University of Kansas, Department of History, 2002 – Present; Director of Faculty Programs, Office of International Programs, January 2017 – Present; Director, Center for East Asian Studies, January 2009 – 2016; Associate Director, Center for East Asian Studies, July 2007 - December 2008; University of London, Post-doctoral Research Fellow in Taiwan Studies, School of Oriental and African Studies, 1999 – 2002

**Overseas Experience:** Taiwan, China, Japan, United Kingdom

**Language(s) and Level of Proficiency:** Chinese - 8; Spanish - 8; French - 6

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 8; Selected

Modern China; Made in China: Chinese Business History; From Mao to Now: China's Red Revolution; East Asian History and Culture for Teachers; Contemporary Greater China

**Research and Training Specialization:** Modern China, (including Taiwan); industrial science policy and economic development in the ROC, 1927-1982; history education and identity formation in post-war Taiwan

**Number of Recent Publications:** 3; Selected

Greene, J. M. (2018). "Wars as Dividing Lines: Rethinking the significance of the Sino-Japanese War in twentieth-century China." In *Frontiers of History in China*, 2018 13(1):47-63. (Refereed)

Greene, J. M. (2016). Understanding Taiwan's Colonial Past: Using History to Define Taiwan's 21st Century Identity. In S. J. Bromberg & E. Clowes (Eds.), *Identity and Community after the Cold War Era*. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 6

**Recent Recognitions/Honors/Awards:** George and Eleanor Woodyard International Educator Award (2014); Needham Research Institute Mellon Grant (2013); CTE Recognition of Teaching Excellence for Graduate Teaching (2009)

**JIE HAN**

**Department and Tenure Status:** Glenn L. Parker Professor, Civil, Environmental, & Architectural Engineering (Tenured)

**Education:** PhD, Georgia Institute of Technology, 1997; MS, Georgia Institute of Technology, 1995; MS, Tongji University, China, 1989; BS, Tongji University, China, 1986

**Academic Experience:** Guest Professor, Wenzhou University, China (2009 - Present); Guest Professor, Huazhong University of Science and Technology, China (2008 - Present); Guest Professor, Southeast University, China (2006 - Present); Widener University, Assistant Professor, Department of Civil Engineering, August 2001 - August 2004, (Promoted to Associate Professor); Saga University, Japan, Visiting Associate Professor, Lowland Institute, August 2002 - September 2002

**Overseas Experience:** China, Japan, Korea

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Designing with Geosynthetics (Case Studies from China and Japan)

**Research and Training Specialization:** Geotechnical engineering; geosynthetics; Experience in China.

**Number of Recent Publications:** 80; Selected

Han, J., & Guo, J. (in press). Geosynthetics used to stabilize vegetated surfaces for environmental sustainability in civil engineering. *Frontiers of Architecture and Civil Engineering in China*.

Sun, X., Han, J., Crippen, L., & R., C. (2017). Back-calculation of resilient modulus and prediction of permanent deformation for fine-grained subgrade under cyclic loading. *Journal of Materials in Civil Engineering*. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 17

**Recent Recognitions/Honors/Awards:** ASCE Martin S. Kapp Foundation Engineering Award (2017); Best Presentation Award, the ASCE GeoStructures Congress (2016); The TRB Design and Construction Group Practice Ready Paper Award for 2016, US Transportation Research Board (2016); Bellows Scholar Award, School of Engineering, the University of Kansas (2015); The Fumio Tatsuoka Best Paper Award, Transportation Infrastructure Geotechnology, Springer (2014)

**JOHN W. HEAD**

**Department and Tenure Status:** Professor, Law (Tenured)

**Education:** J.D., University of Virginia, 1979; MA Juris, Oxford University (University College), 1977; BA, University of Missouri at Columbia, 1975

**Academic Experience:** Intersession Professor teaching at KU London Consortium program, March 2013 – Present; University of Kansas School of Law, Lawrence, Kansas, Fulbright Fellowship to China (Jungguo Renmin Daxue), Spring 1994; University of Kansas School of Law, Lawrence, Kansas, Exchange Professor visiting at University of Hong Kong, March 1997 - April 1997; University of Kansas School of Law, Lawrence, Kansas, Paul Hastings Visiting Professor at University of Hong Kong, March 2008 - April 2008

**Overseas Experience:** Philippines, China, Korea, Taiwan, Mongolia, Japan, Italy

**Language(s) and Level of Proficiency:** French - 2

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

International Commerce & Investment; Public International Law

**Research and Training Specialization:** International economic law and organizations, Chinese dynastic law

**Number of Recent Publications:** 11; Selected

Head, J. W. (in press). The Rule of Law in China: Fundamental Uncertainties about "Decoding" A Fundamental Concept. In R. Toniatti & J. Woelk (Eds.), *Regional Self-Government, Cultural Identity and Multinational Integration: Comparative Experiences for Tibet*. Routledge.

Head, J. W. (2017). Foreign Influence and Constitutionalism in the PRC: A Western Perspective on Change and Uncertainty in Contemporary Chinese Legal Culture. In R. Toniatti & J. Woelk (Eds.), *Regional Autonomy, Cultural Diversity and Differentiated Territorial Government: The Case of Tibet - Chinese and Comparative Perspectives* (pp. 23-46). Routledge.

**Number of Dissertations and Theses Supervised in Past Five Years:** 1

**Recent Recognitions/Honors/Awards:** Fulbright Fellowship - Fulbright Research Chair in Global Governance (Fall 2016) University of Kansas Nominee for Phi Beta Delta Faculty Award for Outstanding Contributions to International Education (2011); Robert W. Wagstaff Distinguished Professorship (2010); Fulbright Distinguished Chair in Law at University of Trento (Spring 2009)

**ALFRED TAT-KEI HO**

**Department and Tenure Status:** Professor, School of Public Affairs and Administration (Tenured)

**Education:** PhD, Indiana University, 1998; MPA, Indiana University, 1993; BSS, Chinese University of Hong Kong, 1991

**Academic Experience:** University of Kansas, Associate Professor, School of Public Affairs and Administration; Sun Yat-Sen University, Guangzhou, China, Research fellow, Center for Public Administration Studies, Fall 2006 – Present; Board Member (Elected) the Section on Public Administration Research (SPAR) of the American Society of Public Administration (ASPA) (Spring 2014 - Winter 2017)

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Topics in Public Administration: Sustaining Competitiveness in South Korea (Study Abroad); Performance Management and Governance

**Research and Training Specialization:** Energy security and sustainable development, performance management and citizen engagement, infrastructure financing

**Number of Recent Publications:** 15; Selected

Ho, A. T., & Cho, W. (2017). Government Communication Effectiveness and Satisfaction with Police Performance: A Large-Scale Survey Study. *Public Administration Review*, 77(2), 228-239. (Refereed)

Ho, A. T., & Im, T. (2015). Challenges and Strategies for Building an Effective and Competitive Government in Developing Countries: An Institutional Perspective. *American Review of Public Administration*, 45(3), 263-280. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 11

**Recent Recognitions/Honors/Awards:** Faculty Teaching Award for the 2017-2018 Academic Year, School of Public Affairs & Administration, University of Kansas; Service Recognition by the President of the American Society for Public Administration, the American Society of Public Administration (March 2018); Best Paper Award, American Review of Public Administration (2015) IUPUI Trustee Award for Excellence in Teaching (2008)

**VIRGINIA HARPER HO**

**Department and Tenure Status:** Professor, Law (tenured)

**Education:** JD, Harvard Law School, 2001; MA, Indiana University, Bloomington; BA, Indiana University, Bloomington

**Academic Experience:** Indiana University Maurer School of Law, Bloomington, Indiana, Visiting Assistant Professor, 2008 - 2010

**Overseas Experience:** China (including Taiwan, Hong Kong)

**Language(s) and Level of Proficiency:** Chinese - 8; Cantonese - 8; Russian - 6; French - 2; Spanish - 2

**Instructional Content Area Expertise Represented as a Percentage:** 75 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6; Selected

Chinese Law; Business Organizations; Corporate Social Responsibility: Sustainability Law; Corporate Finance; International Commerce & Investment

**Research and Training Specialization:** Chinese law; corporate, international, and securities law; corporate social responsibility; the role of multinational corporations in international law; legal reform in China, sustainable finance

**Number of Recent Publications:** 9; Selected

Harper Ho, V. (forthcoming 2018). "Sustainable Finance & China's Green Credit Reforms: A Test Case for Bank Monitoring of Environmental Risk," 51 Cornell J. Int'l L.

Harper Ho V. (2017). Capital Market Disclosure Regimes: Advancing Accountability for Chinese TNCs, in *Handbook of Research on Transnational Corporations*. Edward Elgar: United Kingdom.

Harper Ho, V. (2014). The Pursuit of Happiness with Chinese Characteristics, 82(973) *UMKC Law Review*.

Harper Ho, V. (2014). The Recursivity of Reform: China's Amended Labor Contract Law, 37 *Fordham International Law Review*, 973.

**Number of Dissertations and Theses Supervised in Past Five Years:** 9

**Recent Recognitions/Honors/Awards:** National Committee on U.S.-China Relations Public Intellectuals Program Fellow, National Committee on U.S.-China Relations (2016 - 2018); Edwin W. Hecker, Jr. Teaching Fellow (2015 - 2018) Docking Faculty Scholar Award, University of Kansas (2013 - 2016); Immel Teaching Award (2013)

**THOMAS MING HUANG**

**Department and Tenure Status:** Associate Professor, School of Architecture, Design & Planning (Tenured)

**Education:** MFA, Rhode Island School of Design, 2002; BA, Washington University, St. Louis, 1994

**Academic Experience:** Taught Courses with the Center for Furniture Craftsmanship, Rockland, ME, 2011 (Woodworking); Penland School of Craft, Penland, NC, 2010 (Bamboo in Design); Anderson Ranch Art Center, Snowmass, CO, 2008 (Bamboo in Design); Rhode Island School of Design, 2002 (Furniture with Hand Tools)

**Overseas Experience:** Taiwan

**Language(s) and Level of Proficiency:** Taiwanese - 10; Chinese - 2

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Topics in Design: Materials Workshop

**Research and Training Specialization:** Furniture-based sculpture; Asian materials

**Number of Recent Publications:** 4; Selected

Huang, T. (2017). *Booming Bamboo - The (re)discovery of a sustainable material with endless possibilities* (P. van der Lugt, Ed.). Naarden, The Netherlands: Materia Exhibitions B.V. pp. 170-179.

Huang, T. (2015). Personal Hang-Ups. Philadelphia, Pennsylvania: Center for Art in Wood. 96 pp. (Invited)

Broto, E. (2014). Bamboo Design Guide & 59 Case Study. Links International, CEG. (Invited)

Rooney, E. Ashley. (2012). Bespoke: Furniture from 101 International Artists. Schiffer Publishing Ltd.. cover, 110-111. (Invited)

**Recent Exhibitions:** 2

2017 Excellence and Impact Symposium - Posters and Artworks, Marvin Hall, University of Kansas, Lawrence, Kansas, USA (Invited) (2017 - February 2017); University of Kansas, Board of Regents Offices, Topeka, Kansas, USA (Invited) (Fall 2016 - Spring 2017)

**Recent Recognitions/Honors/Awards:** National Searchlight Artist, American Craft Council, 2007; Graduate Award of Excellence, Rhode Island School of Design, Departmental Merit Award, 2001; Awards of Excellence, Rhode Island School of Design, Merit Competition Award, 2001; Presidents Scholar, Rhode Island School of Design, Merit Award, 2000-2002

**MICHIKO ITO**

**Department and Tenure Status:** East Asian Library, Libraries (Tenured)

**Education:** MLIS, University of Hawaii, 1998; MA, History, University of Hawaii, 1996; BA, History, Tokyo Metropolitan University, 1988

**Academic Experience:** Japanese Studies Librarian, October 1998-Present

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Japanese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Seminar in: Anime and Manga

**Research and Training Specialization:** Japan-US relations; Japanese popular culture; anime; Japanese modern history and Japanese popular culture; Library resource sharing; E-book lending service

**Number of Recent Publications:** 2

Ito, M. (2017). Current Conditions of the Ebook Lending Service in US Public Libraries [in Japanese]. In. (Ed.), *Post Public Libraries*.

Ito, M. (2015). Current Status and Problems of E-Book Lending Service From the Experience of Public Libraries in the US [in Japanese]. *Information Management*, 58(1).

**MAKI KANEKO**

**Department and Tenure Status:** Associate Professor, History of Art (Tenured)

**Education:** PhD, World Art Studies and Museology University of East Anglia, Norwich, UK, and Sainsbury Institute for the Study of Japanese Arts and Cultures; MA, World Art Studies and Museology, University of East Anglia; BA, Meiji Gakuin University, Tokyo

**Academic Experience:** University of Kansas, Art History Department, August 2007 – Present; Northwestern University, Visiting Assistant Professor, January 2007 - June 2007

**Overseas Experience:** Japan, Great Britain

**Language(s) and Level of Proficiency:** Japanese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 17; Selected

Japanese Prints; Special Study: City of Tokyo; Modern and Contemporary Visual Arts of Japan; The Arts of Asia Americas; Manga: Histories and Theories; Special Study in Asian Art: Paintings of Early Modern Korea

**Research and Training Specialization:** Japanese art history, modern and contemporary Japanese art, post-war Japanese art, propaganda art

**Number of Recent Publications:** 10; Selected

Kaneko, M. (2018). "Hokubei ni okeru Nihon kindai bijutsushi to Ajiakei America bijutsu kenkyū no shiza" [Japanese Modern Art History in North America and the Perspective of Asian American Art Studies], in Kitahara Megumi ed., *Kagakukenkyūhi kiban kenkyū, Kenkyuseika hōkokusho: Tokushū Taniguchi Fumie kenkyū* [Report of Grant-in-Aid for Scientific Research: Special Issue: Taniguchi Fumie Studies] (Toyonaka: Ryūshidō, 2018), 67-78.  
Kaneko, M. (2016). "War Heroes of Modern Japan: Early 1930s War Fever and the Three Brave Bombers," in Philip K. Hu ed., *Conflicts of Interest: The Art of War in Modern Japan* (St. Louis: St. Louis Art Museum, 2016), 69-81.

Kaneko, M. (2015). *Ajia Taiheiyō Sensō Jiten [The Dictionary of Asia-Pacific War]*.

**Number of Dissertations and Theses Supervised in Past Five Years:** 15

**Recent Recognitions/Honors/Awards:** Chino Kaori Memorial Essay Prize, Japan Art History Forum (2005)

**CHANGHWAN KIM**

**Department and Tenure Status:** Associate Professor, Sociology (Tenured)

**Education:** PhD, University of Texas, Austin, 2008; MA, Sogang University, Seoul, Korea

**Academic Experience:** University of Kansas, Lawrence, KS, Department of Sociology, 2008 – Present; University of Minnesota, Twin Cities, Postdoctoral Associate, Minnesota Population Center, 2006 - 2008

**Overseas Experience:** Korea

**Language(s) and Level of Proficiency:** Korean - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

Wealth, Power, and Inequality; Issues in Global Studies; Sociology of the Economy

**Research and Training Specialization:** Stratification and inequality, demography of labor force, economic sociology, race and ethnicity, Asian American studies, Korea studies, migration, quantitative methodology and statistics

**Number of Recent Publications:** 13; Selected

Kim, C. (2017). Asian American Middle Class. In R. Rycroft, *The American Middle Class: An Economic Encyclopedia of Progress and Poverty*. (Invited)

Kim, C., Tamborini, C. R., & Sakamoto, A. (2015). Field of Study in College and Lifetime Earnings in the United States. *Sociology of Education*, 88(4), 320-339. (Refereed)

Kim, C. (2015). Interregional Mobility and Socioeconomic Status in South Korea since 1990: An Analysis Focusing on the Seoul Capital Area. *Korea Journal of Population Studies*, 38(1), 1-32. (Refereed)

Kim, C., & Zhao, Y. (2014). Are Asian American Women Advantaged? Labor Market Performances of College Educated Female Workers. *Social Forces*, 93(2), 623-652.

**Number of Dissertations and Theses Supervised in Past Five Years:** 4

**Recent Recognitions/Honors/Awards:** 2016 Research Award from the Asia and Asian America section of the American Sociological Association; Article Award, Academic Conference Using Korean Census Microdata, Statistics Korea, South Korea (2012); The MSS Early Career Scholarship Award, Midwest Sociological Society (2012); Outstanding Article Award, American Sociological Association (2011)

**JOO OK KIM**

**Department and Tenure Status:** Assistant Professor, International & Interdisciplinary Studies – American Studies (Tenure-Track).

**Education:** Ph.D., Literature, University of California-San Diego, M.A., English, University of Illinois-Chicago, B.A., English, University of Kansas

**Academic Experience:** Assistant Professor of American Studies, University of Kansas, 2015 - present

**Overseas Experience:** Republic of Korea

**Language(s) and Level of Proficiency:** Korean - 10

**Instructional Content Area Expertise Represented as a Percentage:** 75 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

North Korea in the US Imagination; Seminar in East Asian Studies: Race/Gender/Work/Globalization; Race and the Korean War

**Research and Training Specialization:** Korean War; Asian American Studies; Transpacific and Transnational Studies.

**Number of Recent Publications:** 5; Selected

Kim, J. (2017). "'Training Guatemalan Campesinos to Work Like Korean Peasants': Taxonomies and Temporalities of East Asian Labor Management in Latin America". *Verge: Studies in Global Asias* 3.2 (Pennsylvania State University: University of Minnesota).

Kim, J. (2016). "'Declining Misery: Rural Florida's Hmong and Korean Farmers'". *south: a scholarly journal* (UNC Chapel Hill: The University of North Carolina Press).

Kim, J. (2014). "Sleuth Cities: East L.A., Seoul, and Military Mysteries in Martin Limón's Slick Boys and The Wandering Ghost." *Journal of Asian American Studies* 17.2: 199-228.

**Number of Dissertations and Theses Supervised in the Past Five Years:** 6

**Recent Recognitions/Honors/Awards:** 2012-13 Ford Foundation Dissertation Fellow; 2013-15 UC President's Postdoctoral Fellow; 2017 American Philosophical Society, Franklin Research Grant; 2017 Center for American Literary Studies, First Book Institute

**MINYOUNG KIM**

**Department and Tenure Status:** Assistant Professor, Business (Tenure-Track)

**Education:** Ph.D., Business Administration (International Business and Strategic Management), University of Illinois at Urbana-Champaign

**Academic Experience:** University of Kansas School of Business, Assistant Professor of Management and International Business, 2012 – Present; University of Illinois at Urbana-Champaign, Instructor and Research Assistant, 2007 – 2012

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Korean - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Introduction to International Business; International Business

**Research and Training Specialization:** Theory of firm, knowledge transfer, barriers to imitation, value appropriation, innovation strategies, political strategies, social network analysis

**Number of Recent Publications:** 10; Selected

Kim, M. Y. (2016). Geographic Scope, Isolating Mechanisms, and Value Appropriation. *Strategic Management Journal*, 37(4), 695-713.

Lee, J. K., & Kim, M. Y. (2016). Market-Driven Technological Innovation through Acquisitions: The Moderating Effect of Firm Size. *Journal of Management*, 42(7), 1934-1963.

Bucheli, M., Salvaj, E., & Kim, M. (2015). Non-Market Strategies during Transitions: The case of Chile. In *Proceedings of the 2015 Academy of Management Meeting Best Papers*

Bucheli, M., & Kim, M. Y. (2015). Attacked from Both Sides: A Dynamic Model of Multinational Corporations' Strategies for Protection of Their Property Rights. *Global Strategy Journal*, 5(1), 1-26.

**Number of Dissertations and Theses Supervised in Past Five Years:** 3

**Recent Recognitions/Honors/Awards:** Winner of the HKUST Best Paper in Global Strategy Award (2017 Academy of Management Annual Meeting); Finalist of the 2016 Temple/AIB Best Paper Award (Academy of International Business 2016 Annual Meeting); Best Paper Award (2015 Academy of Management Annual Meeting); Finalist of CIGO Best Paper Award (2015 Academy of Management Annual Meeting); Winner of the Barry M. Richman Best Dissertation Award (2013 Academy of Management Annual Meeting)



**JI-YEON LEE**

**Department and Tenure Status:** Lecturer, East Asian Language & Cultures (Full time, non-tenured)

**Education:** PhD, Curriculum & Instruction (TESOL), University of Kansas, 2009; MA, Foreign Language Teaching

**Academic Experience:** Korean Language Coordinator and Lecturer, 2012 - Present, University of Kansas

**Overseas Experience:** Korea

**Language(s) and Level of Proficiency:** Korean - 10; Japanese - 2

**Language Pedagogy Training:** 12 years Korean teaching experience; Certified ACTFL/OPI Tester in Korean; Member: American Association of Teachers of Korean, American Council on the Teaching of Foreign Languages

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught: 10**

Elementary Korean I & II; Intermediate Korean I & II, Directed Readings in Korean, Advanced Korean I & II; Modern Korean Texts I & II; Practicum in Teaching Korean

**Research and Training Specialization:** Teaching Korean as a foreign language, Korean heritage students, ACTFL Oral Proficiency

**Number of Recent Publications: 2**

Cho, H. & Lee, J. (in press). "I've found my own identity here!" Korean graduate student mothers' identity transformations in US higher education context. In J.A. Gammel, S. Motulsky, & A. Rustein-Rily (Eds.), *I Am What I Become – Constructing Identity as a Lifelong Learner*. Charlotte, NC: Information Age Publishing.

Cho, H. Song, K. & Lee, J. (2017). Korean immigrant parents' involvement in childrens' biliterary development in the U.S. context. In G. Onchwari (Ed.), *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners*.

**TIEN-TSUNG LEE**

**Department and Tenure Status:** Professor, Journalism (Tenured)

**Education:** PhD, University of Oregon, Eugene, 1999; MA, University of Minnesota, Minneapolis, 1995; BS, University of Oregon, Eugene, 1992

**Academic Experience:** University of Kansas, William Allen White School of Journalism and Mass Communications, 2006 – Present; Washington State University, Edward R. Murrow School of Communication, Pullman, WA, Assistant Professor, 2001- 2006; Hawaii Pacific University, Communication Division, Honolulu, HI, Assistant Professor, 1998 - 2000

**Overseas Experience:** Taiwan

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught: 1**

Strategic Campaigns

**Research and Training Specialization:** Ideologies; media criticism; media effects; strategic communications; communication theories and research methods; political communication; mass media and society (race/gender issues, journalism, public opinion)

**Number of Recent Publications: 5**

Vu, H. T., Lee, T.-T., Duong, H. T., & Barnett, B. (forthcoming). Gendering leadership in Vietnamese media: A role congruity study on news content and journalists' perception of female and male leaders. *Journalism & Mass Communication Quarterly*.

Vu, H. T., Duong, H. T., Barnett, B., & Lee, T.-T. (2017). A role (in)congruity study on Vietnamese journalists' perception of female and male leadership. *Asian Journal of Communication*, 27(6), 648-664.

Lee, T.-T., & Fujioka, Y. (2017). Print newspapers remain a major information source for civic and political participants in Taiwan. *Newspaper Research Journal*.

Yamamoto, M., Lee, T.-T., & Ran, W. (2016). Media trust in a community context: A multilevel analysis of contextual factors predicting Japanese audience's trust in media. *Communication Research*, 43(1), 131-154. (Refereed)

Tu, J., & Lee, T.-T. (2014). The effects of media usage and interpersonal contacts on the stereotyping of lesbians and gay men in China (Published online in Dec. 2013; appeared in print in 2014). *Journal of Homosexuality*, 61(7), 980-1002. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years: 6**

**Recent Recognitions/Honors/Awards:** Katich Creativity (Teaching) Award, William Allen White School of Journalism and Mass Communications, University of Kansas (Spring 2011)

**CHAMPA TENZIN LHUNPO**

**Department and Tenure Status:** Lecturer, East Asian Languages & Culture (Non-tenured)

**Education:** Master of Sutra and Tantra, Namgyal Tantric College, 1986, India

**Academic Experience:** University of Kansas, University of Virginia, Cornell University, Ottawa University

**Overseas Experience:** India, Nepal, Tibet

**Language(s) and Level of Proficiency:** Tibetan - 10; English - 8; Hindi - 9; Nepali – 3

**Language Pedagogy Training:** has taught Tibetan since 1992; attended ACTFL/OPI workshops

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6

Elementary Tibetan I & II; Intermediate Tibetan I & II; Advanced Tibetan I & II

**Research and Training Specialization:** Tibetan language and culture; Tibetan Buddhism

**XINGONG LI**

**Department and Tenure Status:** Professor, Geography (Tenured)

**Education:** PhD, University of South Carolina, 2000; MS, Nanjing University, China, 1992; BS, Nanjing University, 1989

**Academic Experience:** University of Kansas, Department of Geography, 2003 – Present; University of Kansas, Appalachian State University, Assistant Professor, Department of Geography & Planning, 2000 – 2002; State Key Laboratory of Resources and Environment Information System, Chinese Academy of Sciences, Research Scientist, 1992-1996

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Principles of Geographic Information Systems

**Research and Training Specialization:** GIS; Water Resources; Hydrology; Human-Environment Interaction; Spatial analysis methods/tools to understand hydrological processes

**Number of Recent Publications:** 20; Selected

Sun, C., Li, X., Chen, W., & Chen, Y. (2016). Climate Change and Runoff Response in an arid Mountain Watershed of the Western Kunlun Mountains. *Hydrological Sciences Journal*.

Sun, C., Yang, J., Chen, Y., Li, X., Yang, Y., & Zhang, Y. (2016). Comparative study of streamflow components in two inland rivers in the Tianshan Mountains, Northwest China. *Environmental Earth Sciences*, 79(9), 1-14.

Li, H., Li, X., & Xiao, P. (2016). Impact of Sensor Zenith Angle on MOD10A1 Data and Modification for Snow Cover in Tarim River Basin. *Remote Sensing*.

Sun, C., Chen, Y., Li, W., Li, X., & Yang, Y. (2016). Isotopic time-series partitioning of streamflow components under regional climate change in the Urumqi River, northwest China. *Hydrological Sciences Journal*.

**Number of Dissertations and Theses Supervised in Past Five Years:** 23

**Recent Recognitions/Honors/Awards:** Big 12 Faculty Fellowship, University of Kansas (2009)

**YAN LI**

**Department and Tenure Status:** Associate Professor, East Asian Languages & Culture (tenured)

**Education:** PhD, Second Language Acquisition, University of Southern California, 2008; MA, Chinese, Linguistics, Peking University, 2001; BA, Peking University, 1998

**Academic Experience:** University of Kansas, Associate Professor and Coordinator of the Chinese Language Program, Department of East Asian Languages and Cultures, 2008 – Present; University of Southern California, Assistant Lecturer, Department of East Asian Languages and Cultures, 2001-2008; Middlebury College, Lecturer

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10; Japanese - 4

**Language Pedagogy Training:** 19 years Chinese language teaching experience; Chinese Language Teachers Association, ACTFL Conferences, International Conference on Chinese Language Pedagogy, 2009- Present

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 7

Reading and Writing Chinese I & II; Modern Chinese Literature I & II; Practicum in Teaching Chinese; Elementary Chinese I; Directed Reading and Research in Chinese

**Research and Training Specialization:** Chinese linguistics and second language acquisition, Chinese function words, Chinese culture instruction in Chinese class

**Number of Recent Publications:** 3

Li, Y. & Yan, L. (2017). Effects of providing explicit negative evidence on students' perception of ungrammatical sentences using –le. *Chinese as a Second Language: The journal of the Chinese Language Teachers Association*, (52:3), 232–254.

Li, Y. with Simpson, A. & Wu, Z. (2016). Grammatical Roles, Coherence Relations, and the Interpretation of Pronouns in Chinese. *Lingua Sinica*.

Li, Y. (2015). Decoding college Chinese placement tests: From the perspective of students' performance. *Journal of the Chinese Language Teachers Association*, 50(1), 61-81.

**Number of Dissertations and Theses Supervised in Past Five Years:** 13

**Recent Recognitions/Honors/Awards:** Phi Beta Delta, Alpha Pi Chapter, University of Kansas, Phi Beta Delta, Alpha Pi Chapter, Honor Society for International Scholars, University of Kansas (2014 - December 31, 2016) Faculty Service Award, Center for East Asian Studies (2012)

**WILLIAM R. LINDSEY**

**Department and Tenure Status:** Associate Professor, Religious Studies (Tenured)

**Education:** PhD, University of Pittsburgh, 2003; MTS, Vanderbilt University Divinity School, 1990; BA, University of Maine, 1986

**Academic Experience:** University of Kansas, Lawrence, KS, Department of Religious Studies, Graduate Director and Associate Professor

**Overseas Experience:** Japan, Korea

**Language(s) and Level of Proficiency:** Japanese - 6

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 5

Living Religions of the East; Religion in Japan; Religion in Korea; Directed Readings; Sacred Feminine in Korea & Japan

**Research and Training Specialization:** Religion in Japan; popular religious expression and ritual in the Tokugawa period.

**Number of Recent Publications:** 3

Lindsey, W. R. (2015). *Songs, Scriptures, and Stories: Primary Dource from the Religious Traditions of Asia*. San Diego, CA: Cognella Academic Publishing.

Lindsey, W. R. (2014). "Bodies Performing Well: Children's Bodies and Religious Childrearing Confraternities in Modern Japan". *Childhood Remix Journal*, 7 pages. (Refereed)

Lindsey, W. R. (2014, August). Book Review of The Invention of Religion in Japan. [Review of the book *The Invention of Religion in Japan*]. *Journal of Asian Studies, Journal of Asian Studies*, 73(3). (Invited) (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 4

**Recent Recognitions/Honors/Awards:** Celebration of Graduate Teaching Achievement Recognition; Postdoctoral Fellowship, Japan Society for the Promotion of Science (JSPS) and the Social Science Research Council's (SSRC) (2004 - 2006)

**AHREUM MAENG**

**Department and Tenure Status:** Assistant Professor School of Business – Business (Tenure-track)

**Education:** Ph.D., Marketing, University of Wisconsin-Madison; M.S., Marketing, University of Alabama; M.B.A., Marketing, Hanyang University; B.A., Advertising and Public Relations, Hanyang University

**Academic Experience:** University of Kansas, Lawrence, KS, Assistant Professor of Marketing, August 2013 – Present

**Overseas Experience:** Korea

**Language(s) and Level of Proficiency:** Korean - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Research and Training Specialization:** Social Cognition & Social Perception; Motivation and Emotion; Power/Control and Status; Risk Perception

**Number of Recent Publications:** 8; Selected

Maeng, A. & Aggarwal, P. (2018). Facing Dominance: Anthropomorphism and the Effect of Product Face Ratios on Consumer Preferences. *Journal of Consumer Research*, 44(5), 1104–1122.

Maeng, A. & Aggarwal, P. (2017). Gaining Power through Dominant Looking Products: The Influence of Social Inequality on Consumption Behavior. In D. Maheswaran & T. Puliyl (Eds.), *Perspectives on Indian Consumer Behavior*. Oxford University Press.

Maeng, A. & Aggarwal, P. (2015). Dominant Designs: The Effect of Product Face-Ratio on Perceived Product Dominance and Consumer Preferences. In B., B., S., & (Eds.), *Psychology of Design: Creating Consumer Desire*.

Maeng, A. Tanner, R. & O'Guinn, T. (2015). Turning to Space: Social Density, Social Class and the Value of Things in Stores. *Journal of Consumer Research*, 42(2), 196-213.

**Number of Dissertations and Theses Supervised in Past Five Years:** 4

**Recent Recognitions/Honors/Awards:**

**KEITH McMAHON**

**Department and Tenure Status:** Professor, East Asian Languages & Cultures (Tenured)

**Education:** PhD, East Asian Studies, Princeton University; MA, East Asian Studies, Yale University, 1976; BA, Comparative Literature and French, Indiana University, 1974.

**Academic Experience:** University of Kansas, Lawrence, KS, East Asian Languages and Cultures, 1984 – Present; University of Kansas, Lawrence, KS, Chair, East Asian Languages and Cultures, 1996 – 2008; University of California at Berkeley, Berkeley, CA, Visiting Associate Professor, Department of East Asian Languages, 2002

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 8; French - 6

**Language Pedagogy Training:** Over 3 decades of Chinese language teaching experience

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6; Selected

Myth, Legend & Folk Beliefs of East Asia; Chinese Culture & Legacy; Sex Politics in Chinese Literature & Culture: Pre-Modern; Directed Readings and Research in Chinese; Advanced Modern Chinese I & II

**Research and Teaching Specialization:** Chinese language and literature; Late Ming to early modern fiction, gender, and sexuality

**Number of Recent Publications:** 9; Selected

McMahon, K. (2017). *The Polyandrous Empress: Imperial Women and Their Male Favorites*. In M. Stevenson & C. Wu (Eds.), *Wanton Women in Late-Imperial Chinese Literature: Models, Genres, Subversions, and Traditions* (pp. 29-53). Leiden, The Netherlands: Brill Publishers. (Refereed)

McMahon, K. (2016). *Celestial Women: Imperial Wives and Concubines in China, Song to Qing*. Rowman and Littlefield. (Refereed)

McMahon, K. (2016). In D. Chaussende, *Sexe et pouvoir à la cour de Chine. Épouses et concubines des Han aux Liao*. Les Belles Lettres. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 11

**Recent Recognitions/Honors/Awards:** National Endowment for the Humanities Fellowship (2009 - 2010); Hall Center for the Humanities Fellowship, University of Kansas (2008)

**AMY MCNAIR**

**Department and Tenure Status:** Professor, Art History (Tenured)

**Education:** PhD, University of Chicago, 1989; MA, University of Washington, 1982; BA, University of Oregon, 1978

**Academic Experience:** University of Kansas, History of Art, 1992 – Present; University of Southern California, Lecturer, Art and Art History, 1991

**Overseas Experience:** China, Hong Kong, Taiwan, Japan, South Korea

**Language(s) and Level of Proficiency:** Chinese - 8

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 9; Selected

Introduction to Asian Art; Spirituality & Self in Asian Art; Special Study in Asian Art Before 1900: Chinese Calligraphy; Early Chinese Art; Buddhist Cave-shrines; Seminar in Chinese Art: Pictorial Art and its Purposes

**Research and Teaching Specialization:** Early Chinese art; calligraphy, aesthetics, and Buddhist sculpture of the medieval period in China

**Number of Recent Publications:** 2

McNair, A. (forthcoming 2019). “Xuanhe Catalogue of Paintings: An Annotated Translation with an Introduction,” under contract with Cornell East Asian Series, projected publication May 2019.

McNair, A. (2015). “Letters as Calligraphy Exemplars: The Long and Eventful Life of the Imperial Commissioner Liu Letter by Yan Zhenqing” (709-785). In A. Richter (Ed.), *A History of Chinese Letters and Epistolary Culture*. (Leiden, 2015), pp. 53-96.

**Number of Dissertations and Theses Supervised in Past Five Years:** 12

**Recent Recognitions/Honors/Awards:** Editor-in-chief, *Artibus Asiae* (Zurich)

**MARIO MEDINA**

**Department and Tenure Status:** Associate Professor, Civil, Environmental & Architectural Engineering (Tenured)  
**Education:** PhD, Mechanical Engineering, Texas A&M University, 1992; MS, Mechanical Engineering, Texas A&I University, 1988; BS, Mechanical Engineering, Texas A&I University, 1987

**Academic Experience:** Invited Professor of Civil Engineering, College of Civil Engineering, Hunan University, Changsha, China, May 2013 - June 2013; Invited Professor of Building Energy, School of Energy and Environment, Southeast University, Nanjing, China, May 2013; Invited Professor of Building Energy, School of Energy and Environment, Southeast University, Nanjing, China, May 2012 - June 2012

**Overseas Experience:** China, France, Central America

**Language(s) and Level of Proficiency:** Spanish - 7

**Instructional Content Area Expertise Represented as a Percentage:** 15 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Building Thermal Science, Energy Management (instructor added East Asia content to the course)

**Research and Teaching Specialization:** Research: building physics and energy efficient buildings; Teaching: building thermal and materials sciences, energy management.

**Number of Recent Publications:** 22; Selected

Jin, X., Shi, D., Medina, M. A., Shi, X., Zhou, X., & Zhang, X. (2017). Optimal Location of PCM Layer in Building Walls Under Nanjing (China) Weather Conditions. *Thermal Analysis and Calorimetry*, 129(3), 1767-1778.

Jean, A. P., Libelle, T., Miranville, F., & Medina, M. A. (2015). Vegetalized Complex Partition (VCP): Impact of a Green Roof under a Humid Tropical Climate, Comparison between Hong Kong and Reunion Island. *Applied Mechanics and Materials Journal (Special Issue)*, 705, 273-277.

**Number of Dissertations and Theses Supervised in Past Five Years:** 9

**Recent Recognitions/Honors/Awards:** H.O.P.E. Award Finalist - Honor for an Outstanding and Progressive Educator, Top 5 finalist, Only award given Xingcheng Friendship Award, Changsha Municipal People's Government (Hunan, China) (September 22, 2015); Certificate of Honor: A New Millennium Yuelu Visiting Scholar in 2013, Given by the Yuelu Academy, Hunan University (May 2013) or teaching excellence by the entire university student body; Bellows Scholar Award 2006 for Outstanding Achievement in Research and Service, University of Kansas School of Engineering, 2006.

**UTAKO MINAI**

**Department and Tenure Status:** Associate Professor, Linguistics (tenured)

**Education:** PhD, Linguistics, 2006, University of Maryland; MA, Literature, 2001, Tokyo Metropolitan University; BA, Literature, 1997, Tokyo Metropolitan University; BA, 1995, Tokyo Woman's Christian University

**Academic Experience:** University of Kansas, Lawrence, KS, Linguistics Department, 2009 – Present; RIKEN Brain Science Institute, Saitama, Japan, Post-doctoral Research Scientist, Laboratory for Language Development, 2006-2009

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Japanese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 8; Selected:

The Structure of Japanese; Capstone: Research Language Science; First Language Acquisition I & II; Research in Acquisition & Processing; Introductory Linguistics

**Research and Training Specialization:** First Language Acquisition, Developmental Psycholinguistics

**Number of Recent Publications:** 11; Selected

Minai, U. (2017). Yooji-no imikaishaku-wa naze otona-no sore-to-wa kotonarunoka. [Why children's meaning comprehension differs from adults' meaning comprehension]. In K. Takami, I. Gyoda, & H. Ohno (Eds.), *Hushigi-ni michi-ta kotoba-no sekai. [The world of language, full of wonder]*. Tokyo, Japan: Kaitakusha Publishing Company.

Minai, U. & Nadochiy, N. (2017). Native and non-native comprehension of the Japanese existential quantifier nanko-ka. In M. Nakayama & Y. Su (Eds.), *Studies in Chinese and Japanese Language Acquisition* (pp. 197-219). John Benjamins.

**Number of Dissertations and Theses Supervised in Past Five Years:** 28

**Recent Recognitions/Honors/Awards:** Co-Editor *Selected Proceedings of GALANA 5*. With Annie Tremblay. (2013); Minai, U. (PI) Pre-birth assessment of language ability: a fetal MEG study. Frontiers Pilot and Collaborative Studies Funding Program/NIH Clinical and Translational Science Award Grant, awarded to the University of Kansas Medical Center: \$20,000 (March, 2013 – February, 2014)

**SANAKO MITSUGI**

**Department and Tenure Status:** Associate Professor, East Asian Languages & Cultures (Tenured)

**Education:** PhD, Second Language Acquisition, December 2011, Carnegie Mellon University, Pittsburgh, PA; MA, Second Language Acquisition, September 2008, Carnegie Mellon University, Pittsburgh, PA; BA, English Language and Literature, March 2006, Waseda University, Tokyo, Japan

**Academic Experience:** University of Kansas, Department of East Asian Languages and Cultures, 2011 - Present; Carnegie Mellon University, Graduate Instructor in Japanese, Department of Modern Languages 2006 – 2010

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Japanese - 10; Spanish - 4

**Language Pedagogy Training:** 12 years Japanese teaching experience; Member: American Association of Teachers of Japanese, American Association for Applied Linguistics, American Council of Teaching Foreign Languages

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 7; Selected

Modern Japanese Texts I & II; Readings in: Modern Japanese Culture; Readings in: Japanese Language Program Articulation; Practicum in Teaching Japanese; Intermediate Japanese I

**Research and Training Specialization:** Japanese language acquisition, adult second language processing (L2) of Japanese

**Number of Recent Publications:** 6; Selected

Mitsugi, S. (2018). Proficiency influences orthographic activations during L2 spoken-word recognition. *International Journal of Bilingualism*, 22, 199–214.

Mitsugi, S. (2017). Incremental comprehension of Japanese passives: Evidence from the visual-world paradigm. *Applied Psycholinguistics*, 38, 953–983.

Mitsugi, S., & MacWhinney, B. (2016). The use of case marking for predictive processing in second language Japanese. *Bilingualism: Language and Cognition*, 19(1), 19-35. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 2

**Recent Recognitions/Honors/Awards:** The Cheng and Tsui Professional Development Award, The Cheng and Tsui Publishing Company and The American Association of Teachers of Japanese (November 2016); Paul Harris Fellowship Award, Rotary Foundation (August 2014)

**YOONMI NAM**

**Department and Tenure Status:** Professor, Art (Tenured)

**Education:** MFA, Painting/Printmaking, Rhode Island School of Design, 2000; BFA, Printmaking, Hong Ik University, Seoul, South Korea, 1997

**Academic Experience:** University of Kansas, Department of Visual Art, 2001 – Present, Associate Chair, 2010 – Present; Washington University, Lecturer –2000 – 2001; Rhode Island School of Design, Instructor, 2000; Artist in Residence Frans Masereel Centrum, Kasterlee, Belgium; Artist in Residence Nagasawa Art Park, Awaji, Japan; Artist in Residence MI-LAB, Tokyo/Kawaguchiko, Japan

**Overseas Experience:** China, Korea, Japan

**Language(s) and Level of Proficiency:** Korean - 10; Japanese - 2

**Instructional Content Area Expertise Represented as a Percentage:** 60 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 9; Selected:

Thesis in Visual Art; Special Topics in Printmaking: Japanese Woodblock; Study Abroad Topics in: Papermaking and Printmaking in Japan; Lithography I & II; Professional Activities Seminar; Graduate Studio

**Research and Training Specialization:** Drawing, painting, and installation art; Japanese woodblock printing

**Recent Exhibitions:** Selected

Nam, Y. (2018). Into the fold, C.R. Ettinger Gallery, Philadelphia, PA. (Invited).

Nam, Y. (2016). To Be the Void: Sublimity and Contemporaneity, International Cultural Center, Krakow, Poland (Essay by curator Jeff Edmonds). (Invited)

Buller, R. E., Ph.D., & Nam, Y. (2015). Traces: Fisch Haus Invitation Exhibition Series.

**Number of Recent Publications:** 2; Selected

Nam, Y. (2016). "POP CORN!". Art in Print, 6(2), 54. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 8

**Recent Recognitions/Honors/Awards:** Finalist / Solo Exhibition Award, "The Print Center 91st Annual International Competition", Philadelphia, PA (2017); Juror's Choice Award, 2016 Kansas City Flatfile, H&R Block Artspace, Kansas City, MO (2016); Semi-Finalist / Art in Print Award, The Print Center 90th Annual International Competition, Philadelphia, PA (2016); The Kansas City Collection III, The Collectors Fund (2014 – 2015)

**YUE PAN**

**Department and Tenure Status:** Lecturer, Department of East Asian Languages and Cultures

**Education:** PhD Student, Education (Foreign Language Teaching), University of Kansas; MA, Chinese Literature, University of Southern California, 2005; MA, East Asian Cultures, Renmin University of China, 2001; BA, Renmin University of China, 1998.

**Academic Experience:** University of Kansas, Lecturer of Chinese Language 2009 – Present; Lecturer of Chinese, University of Southern California, 2006 – 2009, 2003 - 2005; Lecturer of Chinese, Princeton University, 2005 – 2006; Instructor, Princeton in Beijing, Princeton University, Summer 2005

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese 10 - Native

**Language Pedagogy Training:** 15 years Chinese language teaching experience; Presented at ACTFL Annual Convention and World Languages Expo 2016, 2015, 2014, 2012, 2008; Presented at International Conference on Chinese Language Pedagogy, 2015, 2013; Attended annual Project GO Instructors Pedagogy Workshop, 2015 – 2018.

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 9

Elementary Chinese I & II; Elementary Chinese for Advanced Beginners; Modern Chinese Literature I & II; Readings in Contemporary Chinese Society; Reading and Writing Chinese I & II; Studies in Chinese and Japanese Calligraphy

**Research and Training Specialization:** Chinese language

**ERIC RATH**

**Department and Tenure Status:** Professor, History (Tenured)

**Education:** PhD, University of Michigan, 1998; MA, University of Michigan, 1992; BA, Skidmore College, 1989

**Academic Experience:** University of Kansas, Lawrence, KS, History Department, 1999 – Present; Harvard University, Cambridge, MA, Postdoctoral Fellow, Reischauer Institute, 1998 - 1999

**Overseas Experience:** Japan, China

**Language(s) and Level of Proficiency:** Japanese - 8; Tibetan - 6

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6; Selected:

The Samurai; East Asian Historical Materials: Classical Japanese; History of Tibet

**Research and Training Specialization:** Premodern Japanese culture and traditional culture in modern Japan particularly food; food history; Tibetan history

**Number of Recent Publications:** 13; Selected

Rath, E. (2018). Afterword: Foods of Japan, Not Japanese Food. In N. Stalker (Ed.), *Devouring Japan: Global Perspectives on Japanese Culinary Identity* (pp. 312-27). New York: Oxford University Press.

Rath, E. C. (2017). "Historical Reflections on Culinary Globalization in East Asia". *Gastronomica: The Journal of Critical Food Studies*, 17(3), 82-84.

Rath, E. (2016). *Japan's Cuisines: Food, Place and Identity*, London: Reaktion Books.

Rath, E. C. (2015). The Magic of Japanese Rice Cakes. In C. Helstosky (Ed.), *Routledge History of Food* (pp. 3-18). New York: Routledge Press.

**Number of Dissertations and Theses Supervised in Past Five Years:** 6

**Recent Recognitions/Honors/Awards:** Course Development Award, Center for East Asian Studies (March 2014); KU Hall Center for the Humanities Research Fellowship (2006), Toyota Visiting Professor, Center for Japanese Studies, University of Michigan (2017-18); Board Member Tibetan Education Project, a nonprofit charity organized in Kansas to fund educational programs about Tibet and for Tibetans (2008 - 2011)

**HYUNJIN SEO**

**Department and Tenure Status:** Associate Professor, Docking Young Faculty Scholar, Journalism (Tenured)

**Education:** Ph.D., Mass Communications, S.I. Newhouse School of Public Communications, Syracuse University; M.A., School of Journalism, University of Missouri; M.S., International Relations, Graduate Institute of Peace Studies, Kyung Hee University; B.A., Kyungpook National University.

**Academic Experience:**

University of Kansas William Allen White School of Journalism and Mass Communications, Lawrence, KS, Assistant Professor of Strategic Communications, 2011 - 2016

University of Kansas William Allen White School of Journalism and Mass Communications, Lawrence, KS, Associate Professor of Strategic Communications, 2016 – Present

**Overseas Experience:** Korea

**Language(s) and Level of Proficiency:** Korean - 10

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Social Media Strategic Communication

**Research and Training Specialization:** Social Media; Strategic Communication; Network Analysis; Public Diplomacy; Activism; Social Media; Strategic Campaigns; Research Methods

**Number of Recent Publications:** 19; Selected

Seo, H., & Thorson, S. (2016). Empathy in public diplomacy: Strategic academic engagement with North Korea. In J. Pamment (Ed.), *Intersections between public diplomacy & international development: Case studies in converging fields*.

Seo, H., & Thorson, S. (2016). A mixture model of global Internet capacity distributions. *Journal of the Association for Information Science and Technology*, 67(8), 2032-2044

**Number of Dissertations and Theses Supervised in Past Five Years:** 14

**Recent Recognitions/Honors/Awards:** First-Place Faculty Paper, Association for Education in Journalism and Mass Communication (August 2017); Faculty Excellence in Service Learning Award, Center for Civic and Social Responsibility, University of Kansas (May 2017); Emerging Scholar Award, Association for Education in Journalism and Mass Communication (August 2014)



**KAPILA DHARMASENA SILVA**

**Department and Tenure Status:** Associate Professor, Architecture (tenured)

**Education:** PhD, University of Wisconsin, Milwaukee, 2004; MS, University of Moratuwa, Sri Lanka, 1993; BS, University of Moratuwa, Sri Lanka, 1990.

**Academic Experience:** Associate Editor/Reviewer *International Journal on Constructed Environments*. (2012 - 2013); University of Kansas, Lawrence, KS, School of Architecture, Design & Planning, August 2008 - Present; University of Wisconsin-Milwaukee, Visiting Assistant Professor; School of Architecture & Urban Planning, August 2005 - May 2007

**Overseas Experience:** Sri Lanka, China, India, Korea, Japan, Nepal, Vietnam, Laos, Thailand, Singapore, Malaysia

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Language(s) and Level of Proficiency:** Sinhala - 10; German - 6

**Number of Area Studies, International Studies, Language Courses Taught: 1**

Architecture Study Abroad in Asia

**Research and Training Specialization:** Social, cultural, and psychological dimensions in design; global heritage management and architectural preservation; nonwestern traditions in architecture and urban design (special focus on South, Southeast, and East Asian countries); Community design practices

**Number of Recent Publications: 20;** Selected

Silva, K. D., & Sinha, A. (Eds.). (2017). Routledge Research in Landscape and Environmental Design Series.

Cultural Landscapes of South Asia: Studies in Heritage Conservation and Management. London: Routledge. (Refereed)

Silva, K. D. (2017). Epilogue: Prospects for managing South Asian Cultural Landscapes. In K. D. Silva & A. Sinha (Eds.), Routledge Research in Landscape and Environmental Design Series. Cultural Landscapes of South Asia: Studies in Heritage Conservation and Management (pp. 258-268). London: Routledge. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years: 34**

**DANIEL STEVENSON**

**Department and Tenure Status:** Professor, Religious Studies (Tenured)

**Education:** PhD, Columbia University, 1987; MPhil, Columbia University, 1982; MA, Columbia University, 1977; BA, Dartmouth College, 1974

**Academic Experience:** University of Kansas, Department of Religious Studies, 1992 – Present, Department Chair, Summer 2007 – present; University of Michigan, Research Fellow and Visiting Assistant Professor, Institute for the Study of Buddhist Literatures (Department of Asian Languages and Cultures), 1990–1992; Butler University, Lecturer and Assistant Professor, Department of Philosophy and Religious Studies, 1986-1989

**Overseas Experience:** Japan, Korea, China, India

**Language(s) and Level of Proficiency:** Chinese - 8; Japanese - 6; Sanskrit - 2; French - 2

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught: 4;** Selected:

The Buddhist Tradition in Asia; Reading Non-English Religious Texts; Directed Study in Religion

**Research and Training Specialization:** East Asian religions; Buddhism; Buddhists in China; Chinese religion, Chinese Buddhist history, institutional and ritual culture

**Number of Recent Publications: 5;** Selected

Stevenson, D. (2017). "Status of the Mo-he Chih-kuan in Tiantai Tradition". In *Nanzan Library of Asian Religion and Culture. Clear Serenity, Quiet Insight*. Honolulu, Hawaii: University of Hawai'i Press. (Invited) (Refereed)

Stevenson, D. (2017). "The Text of the Mo-he Chih-kuan". In *Nanzan Library of Asian Religion and Culture. Clear Serenity, Quiet Insight*. Honolulu, Hawaii: University of Hawai'i Press.

Stevenson, D. (2014). Buddhist Ritual in Song Dynasty China (960-1279). In J. Lagerwey & P. Marsone (Eds.), *Modern Chinese Religion: Value Systems in Transition - Song-Liao-Jin-Yuan (960-1368 AD)* I (pp. 328-448). Brill. (Invited) (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years: 9**

**Recent Recognitions/Honors/Awards:** Honorary Fellow, Chunghwa Institute of Buddhist Studies (Taipei, Taiwan) (1987 - Present); Fellowship, Hall Center for the Humanities (Fall 2005)

**MAYA STILLER**

**Department and Tenure Status:** Assistant Professor, Art History (Untenured)

**Education:** PhD, Asian Languages & Cultures, March 2014, UCLA; Dr. phil., East Asian Art History, 2008, Freie Universität Berlin; Dual BA/MA, Korean Studies/Art History, 2003, Humboldt-Universität zu Berlin

**Academic Experience:** University of Kansas, History of Art, 2013 – Present; Academy of Korean Studies, Junior Research Fellow, 2012; Art History Institute, Kyūshū University, Research Fellow, 2011 – 2012; Korea Foundation, Seoul; Seoul National University, Special Researcher, Kyujanggak Archives, 2008; Freie Universität Berlin, Research Associate, East Asian Art History, 2004 – 2008; Museum of East Asian Art, Cologne,

**Overseas Experience:** Korea, Japan, Germany

**Language(s) and Level of Proficiency:** German - 10; Korean - 8; Japanese - 8; French - 8; Spanish - 4; Italian - 4

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

Buddhist Art in Korea (in Art History and Religious Studies); Art and Culture of Korea; Korean Ceramics

**Research and Training Specialization:** Traditional and contemporary Korean Buddhist art and culture and Korean ceramics

**Number of Recent Publications:** 4; Selected

Stiller, M. (2017). The Politics of Commemoration: Patronage of Monk-General Shrines in Late Chosŏn Korea. *The Journal of Asian Studies*, 77(1).

Stiller, M. (2017). "Specific Aspects and Functions of Korean Monk" [Chūksim sibul - maūm i kot puch'ō: Buddha in the Heart], 236-245. Kwangju National Museum.

Stiller, M. (2015). Gim Hong-do's Album of Geumgangsān and the Four Prefectures (Geumgang sagun cheop, 1788): A Visual Record of Late Joseon Travel Culture. In A. Bergmann, S. Hertel, J. Noth, A. Papist-Matsuo, W. Schrape, & (Eds.), *60 Jahre – 60 Werke: Festschrift für Prof. Jeong-hee Lee-Kalisch*.

**Number of Dissertations and Theses Supervised in Past Five Years:** 4

**Recent Recognitions/Honors/Awards:** Sejong Culture Award -nominated-, South Korean Ministry of Culture, Sports and Tourism (March 2017 - May 2017); Archives Travel Grant, Kyujanggak Archives, Seoul National University, Seoul, South Korea (September 2016 - November 2016)

**AKIKO TAKEYAMA**

**Department and Tenure Status:** Associate Professor, Anthropology (Tenured)

**Education:** PhD, University of Illinois at Urbana-Champaign, 2008; MA, University of Oregon, 2001; BA, University of Oregon, 1999; AA, Kansai Gaidai Junior College, Japan, 1991

**Academic Experience:** University of Kansas, Departments of Anthropology and Women, Gender, and Sexuality Studies Program, 2007 – Present; University of Tokyo, Research Fellow, Interfaculty Initiative in Information Studies, 2011 – 2012; University of Illinois at Urbana-Champaign

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Japanese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 5; Selected:

Studies in Migration and Human Trafficking; Advanced Topics in Sociology: Gender, Modernity & Development in East Asia; Anthropology of Gender; Popular Images in Japanese Culture, Literature, & Film; Doing Ethnography

**Research and Training Specialization:** Changing gender, sexuality, and class dynamics; Neoliberal globalization

**Number of Recent Publications:** 4; Selected:

Takeyama, A. (in press). Opening the Box: An International Asian Woman Scholar's Fight. In. (Ed.), *Fight the Tower*, eds. Kieu Linh Caroline Valverde and Wei Ming Dariotis, New Jersey: Rutgers University Press.

Takeyama, A. (in press). Possessive Individualism in the Age of Postfeminism and Neoliberalism: Self-Ownership, Consent, and Contractual Abuses in Japan's Adult Video Industry. In. (Ed.), *Advanced Undergraduate Theory Reader in Women's/Gender/Feminist/LGBTQ+/Sexuality Studies*, edited by L. Ayu Saraswati and Barbara L. Shaw, Oxford: Oxford University Press

Takeyama, A. (2016). *Staged Seduction: Gender Politics and Class Struggle in a Tokyo Host Club*. Stanford University Press.

**Number of Dissertations and Theses Supervised in Past Five Years:** 5

**Recent Recognitions/Honors/Awards:** Research Fellowship, Japan Foundation (2015); Dissertation Workshop Fellowship on Market and Modernities in Asia (2007); George L. Beslow Graduate Fellowship for dissertation writing (Spring 2007); Bestor Prize for Best Graduate Paper, Society for East Asian Anthropology in American Anthropological Association (2005)

**MICHAEL H. TAYLOR**

**Department and Tenure Status:** Professor, Geology (Tenured)

**Education:** PhD, University of California, Los Angeles, 2004; MS, University of California, Los Angeles, 2000; BS, University of North Carolina, Wilmington, 1996

**Academic Experience:** University of Tokyo, Visiting Associate Professor, Earthquake Research Institute, 2012 – Present; University of Kansas, Department of Geology 2005 – Present; California Institute of Technology, Postdoctoral Scholar, 2004 – 2005; United States Geological Survey, Woods Hole, MA, Geophysicist, 1996 - 1998

**Overseas Experience:** China, Nepal, India, Japan

**Language(s) and Level of Proficiency:** Chinese - 2

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Advanced Topics in Geology: Geochemistry & Tectonics

**Research and Training Specialization:** Tectonics of the Tibetan plateau; Geological influences on cultures

**Number of Recent Publications:** 8; Selected

Taylor, M. H. (2016). Tectonics: Tales of Himalayan topography. *Nature Geoscience*. (Invited) (Refereed)

Styron, R., Taylor, M., & Sundell, K. (2015). Accelerated extension of Tibet linked to the northward underthrusting of Indian crust. *Nature Geoscience*, 8. (Refereed)

McCallister, A., Taylor, M., Murphy, M., Styron, R., & Stockli, D. (2014). Thermochronologic constraints on the late Cenozoic exhumation history of the Gurla Mandhata metamorphic core complex, Southwestern Tibet.

*Tectonics*. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 10

**Recent Recognitions/Honors/Awards:** Award of Excellence "Top 10 Oral Presentation", American Association of Petroleum Geologists (2014); Faculty Career Development Award (2013); Jan and Mary van Zandt Award, KU Geology (2013); Leading Light Award (2013)

**JAMES H. THORP**

**Department and Tenure Status:** Professor College of Liberal Arts and Sciences - Ecology & Evolutionary Biology, Kansas Biological Survey (Tenured).

**Education:** Ph.D., Zoology Dept., North Carolina State; Masters Program, Zoology Dept., NCSU; Ph.D., Zoology Dept., North Carolina State

**Academic Experience:**

University of Kansas, Professor, Department of Ecology and Evolutionary Biology, 2001 - Present

University of Kansas, Senior Scientist, Kansas Biological Survey, 2001 – Present

**Overseas Experience:** China, Japan, Mongolia, Singapore

**Language(s) and Level of Proficiency:** English - 10; Spanish - 2; French - 2

**Instructional Content Area Expertise Represented as a Percentage:** 10 percent

**Research and Training Specialization:** Ecology of rivers; smaller streams, aquatic ecosystems; riverine landscape ecology.

**Number of Recent Publications:** 17; Selected

Hamada, N., Thorp, J. H., & Rogers, D. Christopher (Eds.). (2018). *Thorp and Covich's Freshwater Invertebrates. Keys to Neotropical Hexapoda* (N. Hamada, J. H. Thorp, & D. Christopher Rogers, Eds., Vol. III). Elsevier.

Thorp, J. H., & Bowes, R. E. (2017). Carbon sources in Riverine Food Webs: new Evidence from Amino Acid Isotope Techniques. *Ecosystems*, 20, 1029-1041.

**Number of Dissertations and Theses Supervised in Past Five Years:** 3

**MAY TVEIT**

**Department and Tenure Status:** Associate Professor, Design (Tenured)

**Education:** MID, 1991, Domus Academy, Milan, Italy; BFA, 1989, Rhode Island School of Design, Providence, RI; European Honors Program, 1988, Rhode Island School of Design, Rome, Italy

**Academic Experience:** University of Kansas, Lawrence, KS, Department of Design, 1999 – Present

**Overseas Experience:** Italy

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 1

Materials and Processes (incorporating content related to Mongolia)

**Research and Training Specialization:** design thinking; design innovation; interdisciplinary; transdisciplinary; brainstorming; material exploration; pushing boundaries; blurring boundaries

**Recent Exhibitions**

Group Exhibitions:

Kansas City Flatfile, H&R Bloch Artspace, Kansas City, MO (2016)

Broadsheets, Greenlease Gallery, Kansas City, MO (2015)

Rapid Transit, Mongolian National Modern Art Gallery, Ulaanbaatar, Mongolia (2012)

**Recent Recognitions/Honors/Awards:** Review Studios Award, studio space for mid-career artists (2005 - 2010); Allied Arts & Craftsmanship Award, AIA American Institute of Architects (2007); Creative Capital professional development workshop-Award (2007); Charlotte Street Fellow- Award (2002)

**THOMAS VOLEK**

**Department and Tenure Status:** Associate Dean, Associate Professor, School of Journalism (Tenured)

**Education:** PhD, University of Minnesota; MA, University of Wisconsin, Superior; BJ, University of Minnesota

**Academic Experience:** University of Kansas, William Allen White School of Journalism and Mass Communications, Lawrence, KS, 1990- Present, Associate Dean, Graduate Studies & Faculty Development, 2009 – Present; St. Mary's College Graduate Center, Telecommunications Program, Minneapolis, MN, Adjunct Assistant Professor, 1988 – 1989; University of Minnesota, School of Journalism (SJMC), Minneapolis, MN, Teacher of Record, 1986 - 1989

**Overseas Experience:** Italy, Russia

**Language(s) and Level of Proficiency:** Russian - 4; Spanish - 3

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Research and Training Specialization:** Evolving market-based journalism in the Commonwealth of Independent States, international marketing, advertising and public relations, military-media interactions.

**Number of Recent Publications:**

Journal Editor *Military-Media Issues*. With Jim Thomas

**Recent Recognitions/Honors/Awards:** William Allen White Foundation Teaching Professor (1998 - Present); Finalist, H.O.P.E. Award (Honored Outstanding Progressive Educator), University of Kansas (2004); W. T. Kemper Teaching Fellowship, University of Kansas (2000); Excellence in Teaching Award, KU Center for Teaching Excellence (CTE) (1999); Finalist, Del Shankel Teaching Excellence Award, KU Athletic Department (1998); Fulbright Scholar, J. William Fulbright (1997)

**HONG TIEN VU**

**Department and Tenure Status** Assistant Professor School of Journalism and Mass Communications – Journalism (Tenure-Track).

**Education:** Ph.D., The University of Texas at Austin, School of Journalism, Moody College of Communications; M.S., University of Kansas, William Allen White School of Journalism and Mass Communications; Bachelors, Linguistics, Hanoi National University

**Academic Experience:** University of Kansas, Assistant Professor, William Allen White School of Journalism and Mass Communications, Fall 2015 – Present; Oxfam in Vietnam, Hanoi, Vietnam, Information & Communications Manager, 2013 – 2014; Royal Melbourne Institute of Technology, Department of Professional Communications, Hanoi, Vietnam, Lecturer, Fall 2013

**Overseas Experience:** Vietnam, Japan

**Language(s) and Level of Proficiency:** Vietnamese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

International Journalism; Master's Project/Thesis

**Research and Training Specialization:** International Communication; New media; Communication for social change

**Number of Recent Publications:** 6; Selected

Vu, H. T., Duong, H. T., Barnett, B. A., & Lee, T. (2017). A role (in)congruity study on Vietnamese journalists' perception of female and male leadership. *Asian Journal of Communication*.

Vu, H. T., Lee, T. T., Duong, H. T., & Barnett, B. A. (in press). Gendering leadership in Vietnamese media: A role congruity study on news content and journalists' perception of female and male leaders. *Journalism & Mass Communication Quarterly*.

Guo, L., Chen, K. Y., Vu, H. T., Wang, Q., Aksamit, R., Guzek, D., Jachimowski, M., & McCombs, M. (2014). Coverage of the Iraq War in the United States, Mainland China, Taiwan, and Poland: A Transnational Network Agenda-Setting Study. *Journalism Studies*. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 2

**Recent Recognitions/Honors/Awards:** Best Heflin Fellowship, University of Texas at Austin; Maxwell McCombs Research Award; Top Faculty Paper Award, AEJMC Political Interest Group

**CRISPIN WILLIAMS**

**Department and Tenure Status:** Associate Professor, East Asian Languages & Cultures (Tenured)

**Education:** PhD, University of London School of Oriental and African Studies, 2004; BA Honors, University of Leeds, 1990

**Academic Experience:** University of Kansas, Department of East Asian Languages and Cultures, 2005 - Present; Dartmouth College, Senior lecturer in Chinese, Department of Asian and Middle Eastern Languages and Literatures, 1998 - 2005

**Overseas Experience:** Mainland China, Taiwan, Japan

**Language(s) and Level of Proficiency:** Chinese - 8; Japanese - 2

**Language Pedagogy Training:** 20 years Chinese language teaching experience (Modern and Classical)

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 9; Selected:

Ancient China; Myth, Legend & Folk Beliefs in East Asia; Ethics in Chinese Philosophy; Introduction to Classical Chinese; Readings in Classical Chinese: People and Spirits; Readings in Classical Chinese: Chinese Poetry

**Research and Training Specialization:** Excavated and transmitted early Chinese texts; Early Chinese paleography, language and culture; Chinese language.

**Number of Recent Publications:** 4; Selected

Hao, B., Zhao, S., & Williams, C. (in press). The Eastern Zhou Covenant Site at Wenxian, Henan [in Chinese]. Beijing: The Cultural Relics Publishing House (Wenwu). (Refereed)

Williams, C. (2014). Scribal Variation and the Meaning of the Houma and Wenxian Covenant Texts' Imprecation *ma yi fei shi*. *Early China*, 37, 101-179. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 3

**Recent Recognitions/Honors/Awards:** Research Fellow in Residence, University of Kansas, Hall Center (2017 - 2018); HOPE Teaching Award - Finalist, The Board of Class Officers (KU), Class of 2016 (October 2015) National Endowment for the Humanities Fellowship \$50,400 (2008 - 2009)

**KETTY WONG-CRUZ**

**Department and Tenure Status:** Associate Professor, Music (Tenured)

**Education:** PhD, University of Texas at Austin, 2007; MA, University of Texas at Austin, 1999; MA, Moscow Conservatory P.I. Tchaikovsky, 1991; BA, Conservatorio Nacional Antonio Neumane, Guayaquil, 1983.

**Academic Experience:** University of Kansas School of Music, 2006- Present; University of Cuenca, Cuenca, Ecuador, Visiting Professor, 2009 – Present; Board Member Latin American Studies Association (LASA), Ecuadorian Studies Section. (2009 - 2012)

**Overseas Experience:** Ecuador, Russia, China, Spain, Peru, Argentina, Chile

**Language(s) and Level of Proficiency:** Spanish - 10; Russian - 9; Portuguese - 8; French - 7; Mandarin Chinese - 3

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Music in East Asia (taught in Music and East Asian Languages & Cultures); Music in World Cultures

**Research and Training Specialization:** Latin American art, folk, and traditional music, nationalism, identity, migration, globalization, and ballroom dancing in China

**Number of Recent Publications:** 10; Selected

Wong, K. (2016). Salsa Dancing with "Chinese Characteristics". *The Kansas Latin Americanist*, (Fall Semester 2016), 2.

Wong, K. (2016). "The Ecuadorian Popular Music in Quito: Contesting the National Imaginary". In C. Spencer & J. Mendivil (Ed.), *The Routledge Global Popular Music Series. Made in Latin America. Studies in Popular Music*. Routledge.

Wong, K. (2014). Ecuadorian Popular Music: Myth, Discourses and Practices Around the Ecuadorian National Identity. In M. Kuss (Ed.), *Music in Latin America and the Caribbean. An Encyclopedic History*. Vol. 4. (Vol. 4). Austin: University of Texas Press. (Invited) (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 14

**Recent Recognitions/Honors/Awards:** Member of Ecuador's National Academy of History (2014); Fulbright U.S. Scholars in Beijing (2013-2014), Latin American Studies Association–Ecuadorian Studies Section Book Award (2013); Council Member Society for Ethnomusicology (SEM) (2014-2016), Chair SEM–Latin American and Caribbean Studies Section (2016); Board Member Latin American Studies Association (LASA), Ecuadorian Studies Section. (2009–2012).

**HUI FAYE XIAO**

**Department and Tenure Status:** Associate Professor, East Asian Languages & Cultures (tenured)

**Education:** PhD, University of Illinois, Urbana-Champaign; MA, University of Illinois, Urbana-Champaign; MA, Nankai University, China; BA, Nankai University, China

**Academic Experience:** University of Kansas, East Asian Languages and Cultures, 2009 – Present; University of Illinois at Urbana-Champaign, Graduate Fellow, Illinois Program for Research in the Humanities, 2007 - 2008

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10; Japanese – 3

**Language Pedagogy Training:** PhD in Modern Chinese Literature and Culture

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 10; Selected:

Modern Chinese Literature I & II; Introduction to Contemporary China; Modern Chinese Literature in Translation; Readings in Contemporary Chinese Society; Contemporary Chinese Fiction and Film; Popular Cultures of East Asia

**Research and Training Specialization:** Modern and contemporary Chinese language and literature; Chinese cinema, Chinese and Asian popular culture; Media Studies, Gender and Women's Studies, Urban Culture

**Number of Recent Publications:** 17; Selected

Xiao, H. F. (2016). "From New Concept to Youth Economy: The Rise and Crisis of the Me Generation". In D. Berg & G. Strafella (Eds.), *Transforming Book Culture in China, 1600–2016*. Wiesbaden: Harrassowitz Publishing House. (Refereed)

Xiao, H. F. (2016). "Gendered Spirituality, and Acoustic Imagination: 'Life on a String' from Fiction to Screen". *Chinese Literature Today*, 6(1), 42-51. (Invited) (Refereed)

Xiao, H. F. (2016). Seeking Second Chances in a Risk Society: The Cinema of Divorce in the New Millennium [in Chinese]. *Dianying yanjiu (Film Studies)*, 2016(4), 23-40. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 9

**Recent Recognitions/Honors/Awards:** Hall Center Humanities Research Fellowship, University of Kansas (2011); NEH Summer Seminar Fellowship (2010)

**KYOIM YUN**

**Department and Tenure Status:** Associate Professor, East Asian Languages & Cultures (tenured)

**Education:** PhD, Indiana University, 2007; MA, Sogang University; BA, Sogang University

**Academic Experience:** University of Kansas, East Asian Languages and Cultures, 2007 – Present; Guest Editor *Folklore Forum*, 38, no. 1 (2008), Special Issue on East Asian Folklore; Indiana-Purdue University, Teaching Fellow, Anthropology, 2005 – 2006; Indiana University, Instructor, Folklore and East Asian Languages & Cultures, 1999 - 2004

**Overseas Experience:** Korea, Japan

**Language(s) and Level of Proficiency:** Korean - 10; Japanese - 5; German - 2

**Language Pedagogy Training:** interdisciplinary research training in Korean oral literature, folklore, cultural & linguistic anthropology

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 8; Selected:

Colonial Korea; Popular Cultures of East Asia; Practicum in Teaching Korean; Elementary Korean I & II; Modern Korean Culture & Society; Korean Culture; Contemporary South Korea Through Ethnographic Texts

**Research and Training Specialization:** Korean/East Asian anthropology/folklore/history/popular culture, shamanism, ritual/festival, tourism, heritage studies, happiness

**Number of Recent Publications:** 3

Yun, K. (2016). Spiritual Entrepreneurship: Negotiating the Ritual Marketplace on Contemporary Cheju Island, South Korea. *Journal of Ritual Studies*, 30(2), 53-65. (Refereed)

Yun, K. (2015). The Economic Imperative of UNESCO Recognition: A South Korean Shamanic Ritual. In *Encounters: Explorations in Folklore and Ethnomusicology 1. UNESCO on the Ground: Local Perspectives on Intangible Cultural Heritage Policy*. Bloomington, IN: Indiana University Press. (Invited) (Refereed)

Yun, K. (2015). "The Economic Imperative of UNESCO Recognition: A South Korean Shamanic Ritual." *Journal of Folklore Research*, 52(2/3), 181-198. (Invited) (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 7

**Recent Recognitions/Honors/Awards:** Participant in the 2018 National Endowment for Humanities Summer Institute – Buddhist East Asia; Korea Foundation Field Research Grant (August 15, 2016- February 28, 2017); J. Michael Young Academic Advisor Award, CLAS, KU, 2013; Teaching Excellence Award, Center for Teaching Excellence, KU (2012)

**JIE ZHANG**

**Department and Tenure Status:** Professor, Linguistics (Tenured)

**Education:** PhD, University of California, Los Angeles, 2001; MA, University of California, Los Angeles, 1997; BE, Tsinghua University, Beijing, 1994

**Academic Experience:** University of Kansas, Lawrence, KS, Department of Linguistics, 2003 – Present, Acting Chair, Spring 2013; Harvard University, Cambridge, MA, Lecturer, Department of Linguistics, 2001 - 2003

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Mandarin Chinese - 10

**Language Pedagogy Training:** Chinese Linguistics Summer Institute (2010)

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

The Structure of Chinese; Phonological Theory I; Topics in Experimental Linguistics

**Research and Training Specialization:** Phonology-phonetics relations, tone languages, Chinese languages

**Number of Recent Publications:** 25; Selected

Jongman, A., Qin, Z., Zhang, J., & Sereno, J. (2017). Just noticeable differences for pitch direction, height, and slope for Mandarin and English listeners. *Journal of the Acoustical Society of America*, 142, EL163. (Refereed)

Zhang, J., & Liu, J. (2016). The productivity of variable disyllabic tone sandhi in Tianjin Chinese. *Journal of East Asian Linguistics*, 25(1), 1-35. (Refereed)

Zhang, J. (2014). Tones, tonal phonology, and tone sandhi. In A. Simpson, A. Li, & J. Huang (Eds.), *The handbook of Chinese linguistics* (pp. 443-464). Oxford, UK: Wiley-Blackwell. (Invited) (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 32

**Recent Recognitions/Honors/Awards:** Phi Beta Delta Honor Society for International Scholars, Alpha Pi Chapter, University of Kansas (2017 - Present); Nomination for Byron A. Alexander/John C. Wright Graduate Mentor Award, University of Kansas (2016); Nomination for Del Shankel Teaching Excellence Award, University of Kansas (2016)

**YAN BING ZHANG**

**Department and Tenure Status:** Professor, Communications Studies (Tenured)

**Education:** PhD, University of Kansas, 2002; Eds, MA, Pittsburg State University, 1997; South-West China Teacher's University, Chongqing, Sichuan Province, 1991; B.S., Shandong University of Engineering, Jinan, 1986

**Academic Experience:** University of Kansas, Lawrence, KS, Department of Communication Studies, 2003–Present; University of San Francisco, San Francisco, CA, Assistant Professor, Department of Communication, August 2002 - August 2003

**Overseas Experience:** China, Japan, Korea

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 4; Selected:

East Asian Communication; Directed Study in Communication Studies

**Research and Training Specialization:** Intercultural/intergenerational/mass communication in regard to cultural values, age stereotypes, conflict management, and media effects; expertise in China

**Number of Recent Publications:** 12; Selected

Wiebe, W., Zhang, Y. B., & Liu, N. (in press). Intergenerational conflict management styles: Exploring the indirect effect of gender through filial obligation. *China Media Research*.

Zhang, Y. B., Paik, S., Xing, C., & Harwood, J. (2018). Young adults' contact experiences and attitudes toward aging: Age salience and intergroup anxiety in South Korea. *Asian Journal of Communication*.

Zhang, Y. B. (2017). Reflections on the Chinese definition of self. In Y. Zhu & S. H. Ng (Eds.), *Exploring the concept of self in the Chinese context* (pp. 178-181). Beijing, China: Beijing Normal University. (Invited)

Zhang, Y. B., & Imamura, M. (2017). Communication accommodation theory and intergroup communication. In H. Giles & Harwood, J. (Eds.), *Oxford Encyclopedia of Intergroup Communication*. New York: Oxford University Press.

**Number of Dissertations and Theses Supervised in Past Five Years:** 25

**Recent Recognitions/Honors/Awards:** 2018 Top Research Paper Award, Intergroup Communication, 68<sup>th</sup>

International Communication Association Convention; 2017 Top Research Paper Award, Intercultural

Communication Division, 67<sup>th</sup> International Communication Association Convention; The Donn Parson Graduate Mentorship Award Recipient, Department of Communication Studies, May 2017

**JANE (ZHENG) ZHAO**

**Department and Tenure Status:** Associate Professor, School of Business (Tenured)

**Education:** PhD, University of Michigan, 2005; MS, University of Oklahoma, 1995; Bengr, Tsinghua University (China), 1990

**Academic Experience:** University of Kansas School of Business, 2005 – Present; Tsinghua University Department of Automotive Engineering, Visiting Scholar, 2002 – 2004, Assistant Lecturer, 1990 – 1992.

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

Business Policy and Strategy, Strategic Management and Technological Innovation; Graduate Seminar in Business: China: Strategies for Entry and Operation (study abroad)

**Research and Training Specialization:** Strategic management, corporate strategy; expertise in China; MBA Entry and Operating Strategies for Doing Business in China, study abroad program.

**Number of Recent Publications:** 5; Selected

Chi, T., & Zhao, Z. (2014). Equity Structure of MNE Affiliates and Scope of their Activities: Distinguishing the Incentive and Control Effects of Ownership. *Global Strategy Journal*, 4(4), 257-279. (Refereed)

Zhao, Z., & Chadwick, C. (2014). What we will do vs. what we can do: The relative effects of unit-level NPD motivation and capability. *Strategic Management Journal*, 35(12), 1867-1880. (Refereed)

**Number of Dissertations and Theses Supervised in Past Five Years:** 1

**Recent Recognitions/Honors/Awards:** Guy O. and Rosa Lee Mabry Best Paper Award, University of Kansas School of Business (2010); Mentor Recognition, University of Kansas Association of Business Doctoral Studies (2007)



**YONG ZHAO**

**Department and Tenure Status:** Education

**Education:** PhD, University of Illinois at Urbana-Champaign, 1996; AM, University of Illinois at Urbana-Champaign, 1994; BA, Sichuan International Studies University, 1986

**Academic Experience:** University of Kansas School of Education, Foundation Distinguished Professor, 2016-Present; University of Oregon, Presidential Chair, Department of Educational Measurement, Policy, and Leadership, 2010-2016, Director, Institute for Global and Online Education, 2013-2016, Associate Dean, College of Education 2010-2013; Michigan State University, Distinguished Professor, College of Education, 2005 – 2010, Executive Director, Confucius Institute, 2006 – 2010, Professor, 2004-2005, Associate Professor, 2001-2004, Assistant Professor, 1996-2001.

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Research and Training Specialization:** International Education; Technology and Education

**Number of Recent Publications:** 21; Selected

Zhao, Y., & Wang, Y. (2017). Guarding the Past or Inventing the Future: Education Reforms in East Asia. In Y.

Zhao & B. Gearin (Eds.), *Imagining the Future of Global Education: Dreams and Nightmares* (pp. 143-159). New York: Routledge.

Zhao, Y. (2017). Foreword. In H. A. Spires (Ed.), *Digital Transformation and Innovation in Chinese Education* (pp. xvi-xviii). Hershey, PA: IGI Global.

Zhang, G. M., & Zhao, Y. (2014). Achievement Gap in China. In J. V. Clark (Ed.), *Closing the Achievement Gap from an International Perspective* (pp. 217-228). New York, NY: Springer.

**Recent Recognitions/Honors/Awards:** Outstanding Public Educator 2017, Horace Mann League, 2017-Present.

**PROGRAM STAFF**

**CHRISTIAN BEER**

Communications Specialist; Outreach and Media Coordinator

**Department:** The School of Languages, Literatures, and Cultures, University of Kansas

**Education:** MBA, Washburn University, 2011; BA, Economics, University of Kansas, 2008

**Overseas Experience:** Germany

**Language(s) and Level of Proficiency:** German - 10; Czech - 5; Italian - 2; French - 1

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Professional experience:** Educational marketing, 2014 – Present; International sales and marketing, 2011-2014

**KRIS IMANTS ERCUMS**

**Department:** Curator, Asian Art, Spencer Museum of Art

**Education:** PhD, Art History, University of Chicago, 2013; MA, Art History, University of Chicago, 2002; BA, History, Southwestern University, 1993

**Academic Experience:** Curator, 2007-present

**Overseas Experience:** China, Korea, Japan, India, Turkey

**Language(s) and Level of Proficiency:** Chinese - 6; Japanese - 4

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught: 1**

Directed Readings

**Research and Teaching Specialization:** Asian contemporary art; Chinese Late Imperial to Modern/Contemporary Painting; Exhibition Culture; History of Museums and Collecting; Japanese and European Modern Art and Design

**Recent Publications/Exhibitions:**

Ercums, Kris, and Raechell Smith, curators. "I Love Xijing: Xijing School." H&R Block Artspace, Kansas City Art Institute. 2013. (Commission, residency and inaugural North American museum exhibition of Xijing Men Collaborative: Tsuyoshi Ozawa (Japan); Gimhongsok (Korea); and Chen Shaoxiong (China))

Ercums, Kris, curator. "Prepared: Strategies for Activists by Chen Shaoxiong." Kemper Foundation Artist-in-Residence Program, Spencer Museum of Art. 2012. (Organized workshops for scholars, artists, and local activists to explore effective protest strategies in a month-long workshop)

Ercums, Kris, curator. "Jin Shan: It Came from the Sky." Freeman Foundation Chinese Artist-in-Residence Program, Central Court, Spencer Museum of Art, University of Kansas. 2011.

Ercums, Kris, curator. "Kim Jongku: Mobile Landscape." Kemper Foundation International Artist-in-Residence Program, New Media Gallery, Spencer Museum of Art, University of Kansas. 2010.

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship to China, U.S. Dept. of Education, 2006-07; Andy Warhol Foundation for the Visual Arts Curatorial Research Fellowship, 2010; Office of International Programs Travel Grant, University of Kansas, 2009

**RENÉE FRIAS**

Program Coordinator

**Department:** Office of Study Abroad Program Coordinator

**Education:** B.S. in International Business and Spanish and M.A. in Curriculum & Instruction (emphasis in Teaching ESL); EALC 121 Introduction to Contemporary China at the University of Kansas, Fall 2012

**Overseas experience:** South Korea, China, Hong Kong SAR, Japan, Australia and Fiji, Spain, Italy, France, Andorra, Germany, Netherlands, Czech Republic, Slovakia, Poland, Austria & Netherlands, Turkey, Canada, Mexico, Brazil

**Language(s) and Level of Proficiency:** Spanish - 6; Portuguese - 5; Czech - 3; Turkish - 1

**Language Pedagogy Training:** English Language Learners (ELL) Pedagogy Training in graduate classes in M.A. in Curriculum & Instruction (emphasis in Teaching ESL)

**Instructional Content Area Expertise Represented as a Percentage:** 50 percent

**Research and Training Specialization:**

Participant of Fulbright International Education Administrators (IEA) Seminar to Korea, June 2015

**Professional Experience:**

Program Coordinator in International Education (Study Abroad) at the Office of Study Abroad, University of Kansas (February 1999-present)

**JUNFU GAO**

**Department:** University of Kansas Center for East Asian Studies

**Education:** PhD Candidate, Education, University of Kansas

**Academic Experience:** Graduate Research Assistant, Dept. of Curriculum and Teaching, University of Kansas, Lawrence, KS, 2017; Graduate Mentor, International Programs, University of Kansas, Lawrence, KS, 2017; Graduate Teaching Assistant, Dept. of Curriculum and Teaching, University of Kansas, Lawrence, KS, 2017; Graduate Teaching Assistant, Dept. of East Asian Languages and Cultures, University of Kansas, Lawrence, KS, 2013 – present; Advisor of Chinese Culture club in Department of East Asian Languages and Cultures, SLLC, University of Kansas, 2015

**Overseas Experience:** China

**Language(s) and Level of Proficiency:** Chinese - 10

**Language Pedagogy Training:** Graduate instructor for Chinese language

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 3

Elementary Chinese II; Intermediate Chinese I & II

**JESSICA IRVING**

Office Manager; Program Assistant

**Department:** University of Kansas Center for East Asian Studies

**Education:** B.A., College of Staten Island, City University of New York, Art History and Studio Art

**Academic Experience:** Office Manager, 2009-present, FLAS Coordinator, CGIS, 2012-2014

**Overseas Experience:** Italy, England, Greece, Germany, Czech Republic, Poland, Switzerland, Lithuania, Spain, New Zealand, France, India, Australia

**Language(s) and Level of Proficiency:** Italian - 8, French - 5, German - 4, Spanish - 1, Persian - 1

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Recent Recognitions/Awards/Honors:** Academic Internship with *Master Drawings Magazine*, Pierpont Morgan Library, New York City, 1996; Paid Internship with Collezione Peggy Guggenheim (Museum), Venice, Italy, 1998

**AMANDA HILL**

Office Assistant

**Department:** The Confucius Institute of the University of Kansas

**Education:** MA, Contemporary East Asian Studies, University of Kansas, 2017

**Academic Experience:** Guest lecturer, Department of East Asian Languages and Cultures, University of Kansas, 2017; Founded Chinese Language and Culture Club, University of Kansas, 2017

**Overseas Experience:** China, Japan, England, France, Italy, Spain, Greece, Croatia, Turkey

**Language(s) and Level of Proficiency:** Chinese - 6; Spanish - 5

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Research and Training Specialization:** Migrant women's access and utilization of maternal healthcare in urban areas of China

**Professional Experience:** Guest lecture volunteer, South China Normal University, 2003; The Confucius Institute of The University of Kansas, 2017-2018

**NANCY HOPE**

Coordinator, Kansas Consortium for Teaching about Asia

**Department:** Department of East Asian Languages and Cultures at the University of Kansas

**Education:** MA, University of Kansas, 1992; MFA, University of Georgia, 1990; MEd, Boston University, 1975; BS, Boston University, 1973

**Overseas Experience:** Japan, China, Korea, Vietnam

**Language(s) and Level of Proficiency:** Japanese - 5

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Courses Taught:** Asian Architecture; Eastern Civilizations; Introduction to Asian Art; Japanese Art and Culture; Teaching about East Asia

**Number of Recent Publications:** 1

Childs, M. and Nancy Hope, editors. (2015) *Voices of East Asia: Essential Readings from Antiquity to the Present*. Routledge.

**Professional Experience:** Co-editor, *Voices of East Asia: Essential Readings from Antiquity to the Present* (2015); Instructor, Baker University and University of Kansas Continuing Education OSHER program; Lecturer, Johnson County Community College, Neosho County Community College, Kansas City Art Institute; Outreach Coordinator, Center for East Asian Studies; GTA, East Asian Languages & Cultures, and Art History, University of Kansas; Kimono Designer and Dyer, Taidenshi Studio, Japan; Commissioned Officer, United States Navy

**Related Service:** Board member, Kansas Committee for International Education in the Schools; Board member, Oklahoma Institute for Teaching East Asia; Chair, Buchanan Prize Committee for the Association of Asian Studies

**AYAKO MIZUMURA**

**Department and Tenure Status:** Assistant Director for CEAS MA, Center for East Asian Studies (Lecturer)

**Year of Appointment:** 2013

**Education:** PhD, Sociology, University of Kansas, 2009; MA, Sociology, 1999; University of Oregon, BA, Major in International Studies, Minor in Anthropology, 1996

**Academic Experience:** Coordinator of M.A. program in Contemporary East Asian Studies

**Overseas Experience:** Japan

**Language(s) and Level of Proficiency:** Japanese - 10

**Research and Teaching Specialization:** Interracial marriage, sociology of Japan, Asian military wives, and globalization in East Asia.

**Language Pedagogy Training:** Courses Taught: Modern Japanese Texts I and II; Intermediate Japanese

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 6

Contemporary East Asia (taught in SOC, EALC, CEAS); Minorities in Japan; Interdisciplinary Research Methods: Global Context; Advanced Japanese Conversation II; Modern Japanese Texts II

**Number of Recent Publications:** "War Brides" in *Multicultural America*, edited by Carlos E Cortes and J. Geoffrey Golson. Thousand Oaks, CA: SAGE Publications, Inc. 2013

"Amerasian" in *Multicultural America*, edited by Carlos E Cortes and J. Geoffrey Golson. Thousand Oaks, CA: SAGE Publications, Inc. 2013

"Sweatshops" in *The Multimedia Encyclopedia of Women in Today's World*, edited by Mary Zeiss Stange and Carol

**Recent Recognitions/Awards/Honors:** Helen Waddle Roofe Scholarship, Department of Sociology, August 2008; Christopher Gunn Graduate Student Scholarship, Department of Sociology, May 2007

**ESRA PREDOLAC**

Coordinator of the Critical Languages Consortium

**Department:** School of Languages, Literatures, and Cultures, University of Kansas

**Education:** PhD, Linguistics, Cornell University, 2017; MA, Linguistics, Syracuse University, 2007; MA, English Language Teaching, Gazi University (Ankara, Turkey), 2005; BA, English Language Teaching, Hacettepe University (Ankara, Turkey), 2001

**Academic Experience:** Coordinator of the Critical Languages Consortium, 2015 – Present; Instructor, Turkish Language, University of Kansas, 2013 – Present; Teaching assistant, Department of Linguistics, Cornell University, 2007 – 2010; Teaching assistant, Syracuse University, 2006 – 2007; Fulbright Foreign Language Teaching Assistant, Syracuse University, 2005 – 2006; Instructor of English, Ankara University, 2002 – 2005

**Overseas Experience:** Turkey, Germany, Serbia

**Language(s) and Level of Proficiency:** Turkish - 10; German - 10

**Language Pedagogy Training:** ACTFL OPI training, 2017; Executive Board Member of the American Association of Teachers of Turkic Languages, 2018 - 2021

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 4

**Research and Training specialization:** Turkish syntax, Turkic language pedagogy in US university classrooms

**Number of Recent Publications:** 5

Predolac, E. (2018). *Bare CPs and Bare Object NPs in Turkish*. In the Proceedings of Syntax, Phonology and Language Analysis 6 (*SinFonJA6*).

Predolac, E. (2017). *The Indicative and Subjunctive Moods in Turkish*. In the Proceedings of *Tu+2*, Indiana University Press/ Indiana University Working Papers in Linguistics.

Predolac, E. (2015). *Proceedings of the 9th Workshop on Altaic Formal Linguistics (WAFL9)*. Co-edited with Andrew Joseph. Cambridge, MA: MIT Working Papers in Linguistics.

Predolac, E. (2014). *Embedded Root Phenomena in Turkish*. In the Proceedings of the North East Linguistic Society (*NELS*) 43. Amherst, MA: GLSA UMASS.

Predolac, E. (2014). *A Paratactic Analysis of Turkish ki-Clauses*. In Arizona Linguistics Circle (*ALC*) 6 Proceedings, Coyote Papers, University of Arizona, Tucson, AZ.

**SPENCER SHANKS**

Office Assistant

**Department:** The Confucius Institute of the University of Kansas

**Education:** MA, Global and International Studies, University of Kansas, 2018; BA, History and Political Science, William Jewell College, 2010

**Academic Experience:** Research Internship, STATE-CHN-66, China Public Views on Mission China Visa Processes, Chengdu Post, United States Department of State, 2017-2018; Research Contributor, Foreign Military Studies Office, United States Army Combined Armed Forces Center, Fort Leavenworth, KS, 2017-2018

**Overseas Experience:** Hong Kong

**Language(s) and Level of Proficiency:** Chinese - 6; Spanish - 4; Uyghur - 2

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Research and Training specialization:** Chinese politics, Chinese international relations, Comparative terrorism policy

**Professional experience:** Graduate Admissions Assistant, Office of Graduate Studies, University of Kansas, 2017 – Present; Graduate Mentor, Central China Normal University Visiting Scholars Program, Office of International Programs, University of Kansas, 2016 – Present; Graduate Assistant, Confucius Institute, University of Kansas, 2016 – Present

**Number of Recent Publications:** 7

**AMANDA SNIDER**

Outreach Coordinator/FLAS Coordinator, Center for East Asian Studies

**Department:** University of Kansas Center for East Asian Studies

**Education:** MA, Anthropology, University of Kansas, 2017; BA, Sociology and Philosophy, University of Missouri-Kansas City, 2007

**Overseas Experience:** China, Turkey, Azerbaijan, Kazakhstan

**Language(s) and Level of Proficiency:** Uyghur - 6; Turkish - 5; Mandarin Chinese - 4; Persian - 3

**Language Pedagogy Training:** TEFL Certification, 2010; ACTFL OPI Training, 2017

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Number of Area Studies, International Studies, Language Courses Taught:** 2

Elementary Uyghur I; Intermediate Uyghur I

**Research and Training Specialization:** Uyghur language and culture, Chinese Central Asia, Turkic languages

**Professional Experience:** Lecturer, University of Kansas Department of East Asian Languages and Cultures, 2017; Graduate Teaching Assistant, University of Kansas Department of Anthropology, 2015 – 2017; Linguistic Annotator and Translator, Interactive Inner Asia and Uyghur Light Verbs Project, 2014 – 2015; Teacher of English as a Second Language, Educational Services International, 2010 – 2012

**Number of Recent Publications:** 1

Snider, A. (2017). *A Meshrep in Our Home... Where There Is No Meshrep: Contrasting Narratives in the Reinvention of a Uyghur Gathering*. Retrieved from KU ScholarWorks.

**Recent Recognitions/Awards/Honors:** Foreign Language Area Studies Fellowship (Turkish, accepted), Center for Russian, East European and Eurasian Studies, University of Kansas, 2014-2015; Foreign Language Area Studies Fellowship (Persian, accepted), Center for Global and International Studies, University of Kansas, 2013-2014; Foreign Language Area Studies Fellowship (Chinese, awarded), Center for East Asian Studies, University of Kansas, 2013-2014; Foreign Language Area Studies Fellowship (Uyghur, accepted), Center for East Asian Studies, University of Kansas, 2012-2013

**CLARE THOMAN**

Graduate Academic Advisor, CEAS MA Program

**Department:** College Office of Graduate Affairs, CREES, LA&CS, GIST, Religious Studies

**Education:** Bachelor of Business Administration, University of Kansas 2011; MA, Counseling Psychology, University of Kansas, 2017

**Overseas experience:** South Korea, Italy, Vietnam, Laos, Thailand, Cambodia, Singapore, Malaysia, Indonesia, Switzerland, France, Guatemala, Mexico

**Language(s) and Level of Proficiency:** Spanish - 3; Korean - 1

**Language pedagogy training:** TOEFL Certification, International TEFL and TOESOL Training, 2011

**Instructional Content Area Expertise Represented as a Percentage:** 25 percent

**Professional Experience:** KU Career Center, Graduate career coach (Practicum) August 2016 – May 2017; University of Kansas Athletics, content tutor/class planning instructor, August 2015 – May 2017; University of Kansas Counseling Laboratory for the Exploration of Optimal States (CLEOS), Graduate counselor, January 2016 – May 2016; Culture Oriented Real English Mentors (COREM) Language Institute, English language instructor, Yangsan-si, South Korea September 2013 – February 2015

**SHEREE WILLIS**

Executive Director, Confucius Institute of the University of Kansas

**Year of Appointment:** 2001

**Education:** PhD Candidate, Second Language Acquisition, University of Kansas; MA, University of Kansas, 2000; Stanford Center, Taipei, 1980-81; National Taiwan University, Taipei, 1980-81; BA, University of Kansas, 1979; National Taiwan University, Taipei, 1977

**Academic background:** Mandarin Chinese-English interpreter and translator, 1992-2001; U.S. Department of State Foreign Service Officer, 1984-1992 (served in U.S. Embassy Kuala Lumpur, 1991-92; U.S. Embassy Beijing, 1988-91; U.S. Consulate, Shanghai, 1986-88; U.S. Embassy, Tunis, 1984-86)

**Overseas Experience:** China, Japan, Korea, Malaysia

**Language(s) and Level of Proficiency:** Mandarin Chinese - 9; Hokkien Chinese - 2; French 5-Intermediate

**Instructional Content Area Expertise Represented as a Percentage:** 100 percent

**Recent Recognitions/Awards/Honors:** Confucius Institute Outstanding Contribution of the year, 2011; Confucius Institute Director of the Year, 2009; Confucius Institute Director of the Year, 2008; U.S. Department of State, Superior Honor Award, 1991; U.S. Department of State, Meritorious Honor Award for management, 1991



**APPENDIX B.  
COURSE LIST**



### Center for East Asian Studies Course List

#### LANGUAGE COURSES

Chinese.....	2	Tibetan.....	4
Japanese.....	2	Uyghur.....	4
Korean.....	3		

#### AREA STUDIES COURSES

American Studies.....	4	History.....	16
Anthropology.....	5	History of Art.....	17
Architectural Engineering.....	6	Honors.....	19
Architecture.....	6	Industrial Design.....	19
Art & Design.....	7	International Business.....	19
Business.....	7	Indigenous Studies.....	20
Center for East Asian Studies.....	7	Journalism.....	20
Civil Engineering.....	8	Law.....	20
Communication Studies.....	8	Liberal Arts and Sciences.....	21
Curriculum and Teaching.....	8	Linguistics.....	21
Dance.....	8	Management.....	22
Dietetics and Nutrition.....	8	Marketing.....	23
East Asian Languages and Cultures.....	9	Music.....	23
Eastern Civilizations.....	12	Nursing.....	23
Economics.....	12	Political Science.....	23
English.....	12	Printmaking.....	25
Environmental Studies.....	13	Public Administration.....	25
Film and Media Studies.....	13	Religion.....	25
Finance.....	13	Russian and Eastern European Studies.....	26
Geography.....	13	Sociology.....	26
Geology.....	14	Social Welfare.....	27
Global and International Studies.....	14	Women, Gender, and Sexuality Studies.....	27
Health, Sport, and Exercise Science.....	16		

**APPENDIX B: COURSE LIST**

					AY 16-17			AY 17-18			AY 18-19
COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	TOTAL	UG	G	TOTAL	UG	G	To Be Offered
LANGUAGE COURSES											
CHINESE											
CHIN 104	Elementary Chinese I (*Heritage Section)	100	5	Sun, Feifei; Li, Yingjie; Pan, Yue	31	30	1	42	42	0	X
CHIN 106	Elementary Chinese for Advanced Beginners	100	3	Peterson, Deborah Elaine; Pan, Yue	7	6	1	4	4	0	X
CHIN 108	Elementary Chinese II	100	5	Sun, Feifei; Li, Yingjie; Pan, Yue	32	30	2	31	31	0	X
CHIN 204	Intermediate Chinese I	100	5	Gao, Junfu; Wang, Yurou	21	20	1	22	22	0	X
CHIN 208	Intermediate Chinese II	100	5	Wang, Yurou; Gao, Junfu	16	15	1	17	17	0	X
CHIN 251	Reading and Writing Chinese I	100	3	Li, Yan							X
CHIN 252	Reading and Writing Chinese II	100	3	Li, Yan							X
CHIN 342/542	Introduction to Classical Chinese	100	3	Williams, Crispin	15	14	1	12	12	0	X
CHIN 504	Advanced Modern Chinese I	100	5	McMahon, Keith	11	10	1	11	10	1	X
CHIN 508	Advanced Modern Chinese II	100	5	Li, Yingjie	9	9	0	13	13	0	X
CHIN 544	Readings in Classical Chinese: People and Spirits (KU Core)	100	3	Williams, Crispin	12	10	2				
CHIN 562	Modern Chinese Literature I (KU Core)	100	3	Xiao, Hui F; Li, Yan	13	13	0	7	7	0	X
CHIN 564	Modern Chinese Literature II	100	3	Xiao, Hui F; Li, Yan	9	9	0	7	7	0	X
CHIN 598*	Readings in: Contemporary Chinese Society	100	1 to 3	Xiao, Hui F; Pan, Yue	2	2	0	2	2	0	X
JAPANESE											
JPN 100	Beginning Japanese I	100	3	Childs, Maggie	1	0	1				
JPN 104	Elementary Japanese I	100	5	Daldorph, Misae Nishimura; Shiomi, Masanori; Wang, Tingting; Jardon, Annette Claire	69	64	5	70	68	2	X
JPN 108	Elementary Japanese II	100	5	Daldorph, Misae Nishimura; Shiomi, Masanori; Hori, Yoko; Wang, Tingting; Jardon, Annette Claire	52	46	6	44	41	3	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
JPN 204*	Intermediate Japanese I (Support in Yrs 2 and 4)	100	5	Harada, Masashi; Hori, Yoko; Daldorph, Misae Nishimura; Shiomi, Masanori	33	27	6	33	27	6	X
JPN 208*	Intermediate Japanese II (Support in Yrs 2 and 4)	100	5	Daldorph, Misae Nishimura; Hori, Yoko; Shiomi, Masanori	27	20	7	26	21	5	X
JPN 306	Advanced Japanese Conversation I	100	2	Harada, Masashi; Naito-Billen, Yuka	23	21	2	18	18	0	X
JPN 310	Advanced Japanese Conversation II	100	2	Harada, Masashi; Mizumura, Ayako	16	16	0	20	20	0	X
JPN 333	Special Skills in Japanese: Reading & Writing	100	1 to 4	Gerbert, Elaine	2	2	0				X
JPN 498	Directed Readings in Japanese	100	1 to 4	Mitsugi, Sanako	1	1	0				
JPN 504	Advanced Modern Japanese I	100	3	Gerbert, Elaine; Naito-Billen, Yuka	24	23	1	19	16	3	X
JPN 508	Advanced Modern Japanese II	100	3	Gerbert, Elaine	17	17	1	16	15	1	X
JPN 562	Modern Japanese Texts I (KU Core)	100	3	Mitsugi, Sanako	10	9	1	14	14	0	X
JPN 564*	Modern Japanese Texts II	100	3	Mitsugi, Sanako	7	4	3				
JPN 598	Readings in: The Samurai Literature	100	1 to 3	Childs, Maggie	2	0	2				X
JPN 598	Readings in: Modern Japanese Culture		1 to 3	Mitsugi, Sanako				1	1	0	X
JPN 598	Readings in: Japanese Language Program Articulation	100	1 to 3	Mitsugi, Sanako				2	0	2	X
JPN 690	Seminar in: Contemporary Japanese Fiction and Film	100	1 to 3	Gerbert, Elaine				2	0	2	X
JPN 690	Seminar in: Anime and Manga	100	1 to 3	Ito, Michiko				13	13	0	X
<b>KOREAN</b>											
KOR 104	Elementary Korean I	100	5	Roh, Yohong; Lee, Sooyeon; Yoon, Jeongwon; Yoon, Yeaseul; So, Ju Hyun	40	40	0	42	41	1	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
KOR 108	Elementary Korean II	100	5	Roh, Yohong; Lee, Sooyeon; So, Ju Hyun; Yoon, Jeongwon; Yoon, Yeaseul	30	30	0	29	29	0	X
KOR 204	Intermediate Korean I	100	5	Lee, Ji Yeon; Jung, Yu Sun	22	21	1	17	17	0	X
KOR 208	Intermediate Korean II	100	5	Lee, Ji Yeon	21	20	1	14	14	0	X
KOR 498*	Directed Readings in Korean (Will become 5th yr Korean)	100	1 to 4	Kim, Minah; Lee, Ji Yeon	2	2	0	1	1	0	X
KOR 504	Advanced Modern Korean I	100	4	Lee, Ji Yeon	9	9	0	12	11	1	X
KOR 508	Advanced Modern Korean II	100	4	Lee, Ji Yeon	8	8	0	8	7	1	X
KOR 562	Modern Korean Texts I	100	1 to	Lee, Ji Yeon				5	5	0	X
KOR 564	Modern Korean Texts II	100	1 to	Lee, Ji Yeon				5	5	0	X
<b>TIBETAN</b>											
TIB 101*	Elementary Tibetan I	100	3	Lhunpo, Champa Tenzin	2	2	0	2	2	0	X
TIB 102*	Elementary Tibetan II	100	3	Lhunpo, Champa Tenzin	1	1	0				X
TIB 201*	Intermediate Tibetan I	100	3	Lhunpo, Champa Tenzin	2	2	0				X
TIB 202*	Intermediate Tibetan II	100	3	Lhunpo, Champa Tenzin	1	1	0	1	0	1	X
TIB 302	Advanced Tibetan II		1 to	Lhunpo, Champa Tenzin				1	1	0	X
<b>UYGHUR</b>											
UYGR 101*	Elementary Uyghur I	100	3	Momin, Ali; Snider, Amanda J.	2	0	2	1	0	1	X
UYGR 102*	Elementary Uyghur II	100	3	Momin, Ali; Gulina, Aizezi	2	1	2	1	0	1	X
UYGR 201*	Intermediate Uyghur I	100	3	Momin, Ali; Snider, Amanda J.	1	0	1	3	0	3	X
UYGR 202*	Intermediate Uyghur II	100	3	Momin, Ali; Gulina, Aizezi	1	0	1	3	0	3	X
<b>AREA STUDIES COURSES</b>											
<b>AMERICAN STUDIES</b>											
AMS 344	Case Study in American Studies: North Korea in U.S. Imagination	50	3	Kim, Joo Ok				7	7	0	X
AMS 536	Ethnicity in the United States: Asian-Americans	50	3	Chong, Kelly Haesung				3	3	0	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
AMS 696/ AMS 998	Studies in: Race & Korean War; Seminar in: Race & Korean War	50	3	Kim, Joo Ok	4	2	2				
AMS 696/ AMS 998	Studies in: Race/Gender/Work Globalization; Seminar in: Race/Gender/Work Globalization	50	3	Kim, Joo Ok	5	3	2				
<b>ANTHROPOLOGY</b>											
ANTH 106	Introductory Linguistics	25	3	Yang, Xiao; Doherty, John-Patrick; Gong, Shuxiao; Li, Mingxing; Minai, Utako; Bates, Jonah David; Huang, Longcan	129	129	0	142	142	0	X
ANTH 108	Introduction to Cultural Anthropology	25	3 to 4	Sanchez Diaz, Silvia Maria; Guarino, Michael C.	237	237	0	165	165	0	X
ANTH 109	Introduction to Cultural Anthropology, Honors	25	3 to 4	Webb, Meghan F				5	5	0	X
ANTH 160	Varieties of Human Experience	25	3	Wyrick Jenna; Stanley, Kaitlin Anne; Dawson, Symantha N	538	537	1	407	407	0	X
ANTH 201	Culture and Health	25	3	Sanchez Diaz, Silvia Maria; Dawson, Symantha N; Englert, Paige	50	50	0	121	121	0	X
ANTH 202	Culture and Health, Honors	25	3	Rhine, Kathryn Angela	14	14	0	17	17	0	X
ANTH 293/ EALC 130/ REL 130	Myth, Legend & Folk Beliefs in East Asia (KU Core)	100	3	Williams, Crispin; McMahon, Keith	65	65	0	6	6	0	X
ANTH 308	Introduction to Cultural Anthropology	25	3 to 4	Sanchez Diaz, Silvia Maria				7	7	0	X
ANTH 320	Language in Culture and Society	25	3	Cloete, Elene; Vogt-Woodin, Alexandria Jane	73	73	0	71	71	0	X
ANTH 321/LING 321	Language in Culture and Society, Honors	25	3	Dwyer, Arienne M.	9	9	0	8	8	0	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
ANTH 360	Varieties of Human Experience	25	3	Dean, Bartholomew; Wyrick, Jenna; Dawson, Symantha N; Stanley, Kaitlin Anne; David, Randy; Day, Zachary R.	78	78	0	96	96	0	X
ANTH 389	Anthropology and Gender: Female, Male & Beyond (Taught by East Asia specialist with emphasis on East Asia; KU Core)	25	3	Takeyama, Akiko	12	12	0	33	33	0	X
ANTH 501	Topics in Sociocultural Anthropology: Popular Images in Japanese Culture, Literature & Films	100	3	Takeyama, Akiko	7	5	2				
ANTH 706	Current Linguistic Anthropology	50	3	Dwyer, Arienne M.	12	0	12				X
ANTH 732/ LING 732	Discourse Analysis	25	3	Dwyer, Arienne M.				9	1	8	X
ANTH 740	Linguistic Data Processing	25	3	Dwyer, Arienne M.				8	0	8	X
ANTH 783	Doing Ethnography	25	3	Metz, Brent E.; Takeyama, Akiko	12	1	11				X
ANTH 996	Graduate Research	50	1 to	Dwyer, Arienne M.	1	0	1	1	0	1	X
ANTH 999	Doctoral Dissertation	50	1 to 12	Dwyer, Arienne M.	2	0	2	2	0	2	X
<b>ARCHITECTURAL ENGINEERING</b>											
ARCE 660	Building Thermal Science (Instructor has added an East Asia component to this course)	25		Medina,Mario Antonio	32	29	3	16	14	2	X
ARCE 663	Energy Management (Instructor has added an East Asia component to this course)	25		Medina,Mario Antonio	7	2	5				
<b>ARCHITECTURE</b>											
ARCH 541	Global History Architecture II: Industrial Revolution/Prsn	25	3	Karim, Ffarhan	116	113	3	129	126	3	X
ARCH 690	Architecture Study Abroad	100	6	Silva, Kapila Dharmasena	28	23	5	31	27	4	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
ARCH 692	Documentation (For Study Abroad in East Asia)	100	3	Spreckelmeyer, Kent F.; Chang, Jae Dong	2	0	2				
ARCH 808	Healthy and Sustainable Environments II	25	6	Cai, Hui	16	0	16	15	0	15	X
ARCH 809	Internship/ Study Abroad	100	6	Chang, Jang Dong	3	0	3	1	0	1	X
<b>ART &amp; DESIGN</b>											
ADS 560	Topics in Design: Materials Workshop (Instructor specializes in Asian styles and materials)	25	3	Huang, Thomas Ming							X
ART 540	Professional Activities Seminar	25	3	Nam, Yoonmi	12	12	0	10	10	0	X
ART 695	Directed Study I	25	3	Nam, Yoonmi	1	1	0	1	1	0	X
ART 802	Directed Study IV	25	2 to	Nam, Yoonmi	1	0	1	2	0	2	X
ART 805	Graduate Studio	25	1 to	Nam, Yoonmi	1	0	1	2	0	2	X
ART 950	Thesis in Visual Art (Faculty member is a specialist in Japanese Papermaking and Printmaking Techniques)	100	1 to 6	Nam, Yoonmi	2	0	2	4	0	4	X
<b>BUSINESS</b>											
BBA 307	Introduction to International Business (KU Core)	25	3	Karney, Dennis F.	50	50	0	22	22	0	X
BBA 400	Special Topics in Business Administration: Business, Management, and Culture Across the Globe	25	3	Karney, Dennis F.				15	15	0	X
<b>CENTER FOR EAST ASIAN STUDIES</b>											
CEAS 500	Seminar in East Asian Studies: Race/Gender/Work Globalization	100	3	Kim, Joo Ok	1	0	1				
CEAS 610/ EALC 325/ EALC 610	Minorities in Japan	100	3	Mizumura, Ayako	1	1	0	1	1	0	X
CEAS 704/ EALC 590/ SOC 600	Contemporary East Asia	100	3	Mizumura, Ayako	1	0	1				X
CEAS 710	Interdisciplinary Research Methods Global Context	100	3	Mizumura, Ayako				1	0	1	X



**APPENDIX B: COURSE LIST**

					AY 16-17			AY 17-18			AY 18-19
COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	TOTAL	UG	G	TOTAL	UG	G	To Be Offered
CIVIL ENGINEERING											
CE 889	Designing with Geosynthetics (Case Studies from China and Japan)	25	3	Han, Jie				5	0	5	X
COMMUNICATION STUDIES											
COMS 246	Intr. Intercultural Communication	25	3	Montgomery, Gretchen Patrice; Byrd, Gabrielle Alexandra; Oliha-Donaldson, Hannah Oluwakemi; Liu, Ning	177	177	0	179	179	0	X
COMS 499	Directed Study in Communication Studies (Taught by East Asia Specialist)	100	1 to 3	Zhang, Yan Bing				1	1	0	X
COMS 557	East Asian Communication	100	3	Zhang, Yan Bing	22	21	1	27	20	7	X
COMS 899	Master's Thesis	100	1 to 6	Zhang, Yan Bing	1	0	1	1	0	1	X
COMS 999	Doctoral Dissertation	100	1 to 12	Zhang, Yan Bing	12	0	12	4	0	4	X
CURRICULUM AND TEACHING											
C&T 598	Special Course: ESOL Pedagogy	25	1 to 5	Cho, Hye Sun	50	50	0				
C&T 824	Problems in 2nd Language Instruction	25	3	Cho, Hye Sun; Rocha, Lonna; Fox, Edward Bruce	16	0	16	9	0	9	X
C&T 828	Language and Identity	25	3	Cho, Hye Sun				10	0	10	X
C&T 896	Seminar in: The Internationalized Curriculum	25	1 to 4	Thomas, M Balia				5	0	5	X
DANCE											
DANC 330	Approaches to World Dance	25	3	Moreno, James	17	17	0	31	31	0	X
DIETETICS AND NUTRITION											
DN 841	International Nutrition	25	3	Barkley, Rachel I	19	0	19	19	0	19	X

**APPENDIX B: COURSE LIST**

					AY 16-17			AY 17-18			AY 18-19
COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	TOTAL	UG	G	TOTAL	UG	G	To Be Offered
EAST ASIAN LANGUAGES AND CULTURES											
EALC 105/ REL 10	Living Religions of the East/ Asian Religions (KU Core)	100	3	Lindsey, William Robert	51	51	0	63	63	0	X
EALC 121	Introduction to Contemporary China (KU Core)	100	3	Xiao, Hui F				11	11	0	X
EALC 130/ ANTH 293/ REL 130	Myth,Legend & Folk Beliefs in East Asia (KU Core)	100	3	McMahon, Keith; Williams, Crispin	50	50	0	36	36	0	X
EALC 142	Ethics in Chinese Philosophy (KU Core)	100	3	Williams, Crispin	37	37	0	45	45	0	X
EALC 198	Studies in: Chinese Calligraphy	100	1 to 5	Zhang, Hong Chun				16	16	0	X
EALC 231	Introduction to: Japan: Past and Present	100	1 to	Childs, Maggie	2	2	0	4	4	0	X
EALC 312	Japan's Literary Legacy	100	3	Childs, Maggie				19	19	0	X
EALC 315/ EALC 715/ FMS 315/ FMS 715	Survey of Japanese Film (KU Core)	100	3	Baskett, Michael				8	7	1	X
EALC 316	Modern Japanese Literature in Translation:1868-1945 (KU Core)	100	3	Gerbert, Elaine	18	18	0				
EALC 317	Contemporary Japanese Literature in Translation:1945-Present (KU Core)	100	3	Gerbert, Elaine				16	16	0	X
EALC 318	Modern Chinese Fiction & Film (KU Core)	100	2 to 3	Xiao, Hui F	19	19	0	19	19	0	X
EALC 319	Contemporary Chinese Fiction & Film (KU Core)	100	3	Xiao, Hui F	21	21	0	16	16	0	X
EALC 325/ EALC 610/CEAS 610	Minorities in Japan	100	3	Mizumura, Ayako	12	11	1	16	15	1	X
EALC 330/ EALC 530	China's Cultural Legacy (KU Core)	100	3	McMahon, Keith				16	16	0	X
EALC 331	Studies in: The Tale of Genji	100	3	Childs, Maggie	8	8	0				

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
EALC 331/HA 363	Studies in: Modern Korean Art and Culture	100	1 to 3	Lee, Jungsil Jenny Lee; Tong, Meng; Quist, Rachel Deborah; Yan, Weitian	23	23	0	32	32	0	X
EALC 331	Studies in: Blood, Guts & Pathos: Samurai in Literature	100	3	Childs, Maggie	15	15	0				
EALC 331	Studies in: Japan: Past and Present	100	1 to 3	Childs, Maggie	2	2	0	10	10	0	X
EALC 331/ MUSC 308	Studies in: Music in East Asia	100	1 to 3	Wong, Ketty				10	10	0	X
EALC 331	Studies in: Advanced Tibetan 1	100	1 to 3	Lhunpo, Champa Tenzin	1	1	0	1	1	0	X
EALC 331	Studies in: Introduction to Contemporary China	100	1 to 3	Xiao, Hui F				8	8	0	X
EALC 333	Asian Literature in Trans, Hn: Fiction & Film in Modern Japan/ Contemporary Japanese Fiction & Film	100	3	Gerbert, Elaine	3	3	0	3	3	0	X
EALC 361/ EALC 561/ HIST 390	Colonial Korea	100	3	Price, Eric Ray; Yun, Kyoim	16	16	0				X
EALC 362/ EALC 562/ HIST 510	Post-Colonial Korea	100	3	Price, Eric Ray	10	10	0				
EALC 375/ EALC 575	Love, Sex & Gender in Japanese Literature	100	3	Childs, Maggie							X
EALC 380	Popular Cultures of East Asia	100	3	Xiao, Hui F				22	22	0	X
EALC 418	Sex Politics Chinese Literature & Culture: Pre-Modern	100	3	McMahon, Keith	23	23	0				
EALC 431/ HIST 399	Studies in: The Samurai	100	3	Rath, Eric	5	5	0				X
EALC 498	Directed Readings in East Asian Languages and Cultures (KU Core)	100	1 to 4	Childs, Maggie; Gerbert, Elaine				4	4	0	X
EALC 499	Honors Thesis (KU Core)	100	3	Kennedy, John James; Gerbert, Elaine; Childs, Maggie	3	3	0	1	1	0	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
EALC 509/ REL 509	Religion in Japan (KU Core)	100	3	Lindsey, William Robert				19	17	2	X
EALC 518	Modern Chinese Fiction & Film (KU Core)	100	3	Xiao, Hui F	2	1	1	3	2	1	X
EALC 519	Contemporary Chinese Fiction & Film	100	3	Xiao, Hui F	3	3	0				
EALC 543/ FMS 543/ FMS 743	Contemporary Japanese Film (KU Core)	100	3	Baskett, Michael	10	10	0				
EALC 570/ LING 570	The Structure of Japanese	100	3	Minai, Utako				8	7	1	X
EALC 572 / LING 572	The Structure of Chinese (KU Core)	100	3	Zhang, Jie							X
EALC 580	Popular Cultures of East Asia	100	3	Yun, Kyoim				1	1	0	X
EALC 584 / HIST 584	Modern China (KU Core)	100	3	Greene, J. Megan							X
EALC 585 / POLS 585	Reform in Contemporary China	100	3	Kennedy, John James	5	5	0	6	4	2	X
EALC 590/ CEAS 704 / SOC 600	Topics in East Asian Languages and Cultures: Contemporary East Asia	100	3	Mizumura, Ayako	3	3	0				X
EALC 590	Topics in East Asian Languages and Cultures: Representation of Gender Roles in Modern Japan	100	3	Gerbert, Elaine	1	0	1				
EALC 590/ REL 502	Topics in East Asian Languages and Cultures: Sacred Feminine in Korea & Japan	100	3	Lindsey, William Robert	4	2	2				
EALC 590	Topics in East Asian Languages and Cultures: History of Korean Thought	100	3	Kim, Hak Ze	2	1	1				
EALC 590/ EALC 790	Topics in East Asian Languages and Cultures: Korean Culture: Anthropologic Perspective	100	1 to 9	Yun, Kyoim				9	5	4	X
EALC 590/ REL 510	Topics in East Asian Languages and Cultures: Religion in Korea	100	1 to 9	Lindsey, William Robert							X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
EALC 678/ POLS 678/ GIST 678	Chinese Foreign Policy	100	3	Kennedy, John James				6	6	0	X
EALC 701	Practicum in Teaching Chinese	100	1	Li, Yan							X
EALC 702	Practicum in Teaching Japanese	100	1	Mitsugi, Sanako	4	0	4				X
EALC 703	Practicum in Teaching Korean	100	1	Yun, Kyoim; Lee, Ji Yeon	3	0	3	4	0	4	X
EALC 704	Contemporary East Asia	100	3	Mizumura, Ayako				1	0	1	X
EALC 716	Fiction and Film in Japan	100	3	Gerbert, Elaine	3	0	3				
EALC 717	Contemporary Japanese Literature in Translation:1945-Present	100	3	Gerbert, Elaine				2	0	2	X
EALC 899	Thesis	100	1 to 6	Gerbert, Elaine; Williams, Crispin; Yun, Kyoim	4	0	4	1	0	1	X
<b>EASTERN CIVILIZATIONS</b>											
ECIV 104	Eastern Civilizations (KU Core)	100	3	Cowan, Emily Elizabeth; Sun, Mao; Clements, Jacob	146	144	2	108	108	0	X
ECIV 304	Eastern Civilizations (KU Core)	100	3	Peterson, Deborah Elaine; Cowan, Emily Elizabeth; Childs, Maggie	44	44	0	39	39	0	X
ECIV 305	Eastern Civilizations Honors (KU Core)	100	3	Peterson, Deborah	4	4	0				
<b>ECONOMICS</b>											
ECON 586	Economic Issues in China	100	3	Xu, Guangjian; Zhang, Jianbo	25	25	0	34	34	0	X
ECON 604	International Trade	25	3	Comolli, Paul M.; Molinas Sosa, Luis Antonia	30	25	5	59	58	1	X
ECON 605	International Finance	25	3	Teney, Alexander C; Hu, Jingxian	44	44	0	58	58	0	X
<b>ENGLISH</b>											
ENGL 306	Global Environmental Literature	25	3	Drake, Phillip; Weatherford, Jessica A; Echterling, Clare; Brown, Creighton Nicholas	93	93	0	40	40	0	X
ENGL 340	Topics in U.S. Ethnic Literature: North Korea in U.S. Imagination	25	3	Kim, Joo Ok				23	23	0	X

**APPENDIX B: COURSE LIST**

					AY 16-17			AY 17-18			AY 18-19
COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	TOTAL	UG	G	TOTAL	UG	G	To Be Offered
ENVIRONMENTAL STUDIES											
EVRN 140	Global Environment I: Discovering Environmental Change	25	5	Brown, Chris; Cooper, David; Klinger, Patrick Joseph; Cushman, Gregory Todd	90	90	0	84	84	0	X
EVRN 144	Global Environment I: Discovering Environmental Change Honors	25	5	Vanderveen, Cornelis J.	7	7	0	9	9	0	X
EVRN 150	Environment, Culture and Society	25	3	Brox, Ali;Penner, Will Hays	20	19	1	20	20	0	X
FILM & MEDIA STUDIES											
FMS 177	First Year Seminar: Global Film Festivals	25	3	Falicov, Tamara Leah				19	19	0	X
FMS 302	Undergraduate Studies Seminar in: War and Memory in Asian Film	100	1 to 3	Baskett, Michael				22	22	0	X
FMS 315/ FMS 715/ EALC 315	Survey of Japanese Film (KU Core)	100	3	Baskett, Michael				18	15	3	X
FMS 543/ EALC 543/ FMS 743	Contemporary Japanese Film (KU Core)	100	3	Baskett, Michael	4	3	1				
FINANCE											
FIN 420	International Finance	25	3	Anderson, Christopher William	103	103	0	103	103	0	X
FIN 450	Applied Portfolio Management,Hnrs (Taught with an emphasis on international investing by a faculty member who specializes in Chinese Business.)	25	4	Shenoy, Catherine; Bradley, Boone C.; Morrison, Jeffrey Burns	46	46	0	29	29	0	X
GEOGRAPHY											
GEOG 100	World Regional Geography	25	3	Diener, Alexander C.; Herlihy, Peter Harry; Cameron, Stephen Robert; Grote, Katelyn Marie	561	561	0	544	543	1	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
GEOG 102	People, Place, and Society	25	3	Penner, Will Hays; Fahrenbruch, Melissa J; Charron, Austin Luc; Warf, Barney L	493	492	1	416	416	0	X
GEOG 150	Environment, Culture, and Society	25	3	Penner, Will Hays	9	9	0	10	10	0	X
GEOG 358	Principles of Geographic Information Systems (Instructor incorporates East Asia material, as this is his area of research)	25	4	Li, Xingong	47	46	1	39	37	2	X
GEOG 396	East Asia (KU Core)	100	3	Cheong, So-Min	29	29	0	19	19	0	X
GEOG 590	Understanding Central Asia	50	3	Diener, Alexander C.				2	1	1	X
GEOG 601	Indigenous Peoples of the World	25	3	Johnson, Jay T.	4	1	3				
<b>GEOLOGY</b>											
GEOL 791	Advanced Topics in Geology: Geochemistry & Tectonics	25	1 to 3	Walker, Doug; Taylor, Michael Halford; Moller, Andreas; McLean, Noah M.	9	0	9	14	1	13	X
<b>GLOBAL AND INTERNATIONAL STUDIES</b>											
GIST 210	Culture and Health	25	3	Dawson, Symantha N.; Sanchez Diaz, Silivia Maria; Englert, Paige	1	1	0	53	53	0	X
GIST 211	Culture and Health, Honors	25	3	Rhiner, Kathryn Angela				2	2	0	X
GIST 220	Introduction to Global & International Studies	25	3	Bailey, Sonya Merwin; Tiwari, Geetanjali				89	89	0	X
GIST 301	Introduction to Global & International Studies	25	3	Tiwari, Geetanjali; Adamson, Erin M	124	124	0				
GIST 306	Global Environmental Literature	25	3	Drake, Phillip; Weatherford, Jessica A	23	23	0	31	31	0	X
GIST 354	Globalization: A Geographic Approach	25	3	Warf, Barney L.				4	4	0	X
GIST 495	Global Internship	25	3	Wuthrich, Mike	12	12	0	7	7	0	X
GIST 529	Globalization	25	3	Antonio, Robert J.				10	7	3	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
GIST 550	Issues in Global Studies: Sociology of Global Health	25	3	Agadjanian, Victor				8	7	1	X
GIST 550	Issues in Global Studies: International Political Economy	25	3	Webb, Clayton McLaughlin	2	2	0	2	2	0	X
GIST 550	Issues in Global Studies: International Migration	25	3	Avdan, Nazli				9	9	0	X
GIST 550	Issues in Global Studies: Wealth, Power, and Inequality	25	3	Kim, Changhwan				6	6	0	X
GIST 550	Issues in Global Studies: Political Problems of Developed Countries	25	3	Reich, Gary Matthew				6	5	1	X
GIST 550	Issues in Global Studies: Sociology of Health and Medicine	25	3	Saint Onge, Jarron M				1	1	0	X
GIST 550	Issues in Global Studies: Environmental Sociology	25	3	Stock, Paul V.				1	1	0	X
GIST 550	Issues in Global Studies: Transnational Terrorism	25	3	Avdan, Nazli	6	6	0	8	8	0	X
GIST 550	Issues in Global Studies: Politics of Human Trafficking	25	3	Britton, Hannah E				3	3	0	X
GIST 610	Interdisciplinary Methods Global Context	25	3	Lagotte, Brian	14	14	0	49	49	0	X
GIST 678/ POLS678/ EALC 678	Chinese Foreign Policy	100	3	Kennedy, John James	21	0	21	15	2	13	X
GIST 686	International Human Rights	25	3	Omelicheva, Mariya Y				7	7	0	X
GIST 698	Capstone Seminar	25	3	Lagotte, Brian	24	24	0	35	35	0	X
GIST 699	Capstone Seminar, Honors	25	3	Lagotte, Brian	12	12	0	12	12	0	X
GIST 701	Approaches to International Studies	25	3	Wuthrich, Mike	25	0	25	14	0	14	X
GIST 702	Globalization	25	3	Hanley, Eric	27	0	27	22	0	22	X
GIST 704	Global Cultures and Societies	25	3	Budd, Darlene Marie	6	1	5				
GIST 705/HIST 705	Globalization in History	25	3	Jahanbani,Sheyda	2	0	2				



**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
GIST 710	Interdisciplinary Research Methods Global Context	25	3	Mizumura, Ayako	14	0	14	6	0	6	X
<b>HEALTH, SPORT AND EXERCISE SCIENCE</b>											
HSES 108	Basic Skill Instruction in: Tae Kwon Do	100	.05 to 2	Laggart, Randy Ames	61	60	1	72	70	2	X
<b>HISTORY</b>											
HIST 340	History of the Second World War	50	3	Hill, Michael; Hill, David Allen	71	71	0	73	73	0	X
HIST 350	The Korean War, 1950-1953	100	3	Lewis, Adrian R	31	31	0	64	64	0	X
HIST 390/ EALC 361/ EALC 561	Topics in: Colonial Korea	100	3	Price, Eric Ray	7	7	0				X
HIST 390/ HA 354	Topics in: Japanese Print	100	3	Kaneko, Maki				1	1	0	X
HIST 394/ EALC 331/ HIST 390	Made in China: Chinese Business History (KU Core)	100	3	Greene, J. Megan	36	36	0				
HIST 397	From Mao to Now: China's Red Revolution (KU Core)	100	3	Greene, J. Megan				33	33	0	X
HIST 398	Introduction to History of Japan: Anime to Zen	100	3	Uchiyama, Benjamin	33	33	0				
HIST 399/ EALC 431	The Samurai (KU Core)	100	3	Rath, Eric	54	54	0				X
HIST 510/ EALC 362/ EALC 562	Topics in: Post-Colonial Korea	100	3	Price, Eric Ray	5	5	0				X
HIST 584/ EALC 584	Modern China (KU Core)	100	3	Greene, J. Megan							X
HIST 705/ GIST 70	Globalization in History	25	3	Jahanbani, Sheyda	11	2	9				
HIST 748	East Asian Historical Materials: Classical Japanese	100	3	Rath, Eric							X
HIST 800	Readings in: Postwar Japan	100	1 to	Uchiyama, Benjamin	1	0	1				
HIST 800	Readings in: Modern China	100	1 to	Greene, J. Megan	1	0	1	3	0	3	X
HIST 800	Readings in: Korea, Vietnam, & the Cold War	25	1 to 8	Lewis, Adrian R	1	0	1				

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
HIST 802	Team Taught Research Seminar in: History	25	3	Uchiyama, Benjamin; Greene, J. Megan	5	0	5	7	0	7	X
HIST 999	Doctoral Dissertation	100	1 to	Greene, J. Megan	2	0	2	2	0	2	X
<b>HISTORY OF ART</b>											
HA 166	The Visual Arts of East Asia (KU Core)	100	3	Zhu, Pinyan; Gao, Ruiying	49	49	0	44	44	0	X
HA 177	First Year Seminar: Spirituality & Self in Asian Art	100	3	McNair, Amy E.	14	14	0				
HA 340	Special Study in Asian Art before 1900: The Art of Buddhism	100	1 to 6	Fowler, Sherry D.				18	18	0	X
HA 340/ HA 540	Special Study in Asian Art before 1900: Chinese Calligraphy	100	3	McNair, Amy E.				15	6	9	X
HA 344/ HA 544	Manga: Histories and Theories	100	3	Kaneko, Maki							X
HA 354/ HIST 390	Japanese Prints	100	3	Kaneko, Maki	17	17	0	12	12	0	X
HA 362/HA 562	Ceramics of Korea	100	3	Lee, Jungsil Jenny Lee	21	19	2	14	13	1	X
HA 363	Modern Korean Art & Culture (KU Core)	100	3	Lee, Jungsil Jenny Lee; Tong, Meng; Quist, Rachel Deborah; Yan, Weitian	81	81	0	68	68	0	X
HA 367	Art and Culture of Japan (KU Core)	100	3	Fowler, Sherry D.	25	25	0	20	20	0	X
HA 388/ HA 588	Modern and Contemporary Visual Arts in Japan	100	3	Kaneko, Maki				28	17	11	X
HA 391	Special Study in Asian Art: Paintings of Early Modern Korea	100	3	Lee, Jungsil Jenny Lee	10	10	0				
HA 498	Honors Essay in Art History	100	3	Fowler, Sherry D.				1	1	0	X
HA 543	Special Study 20-21st Century Art: Asian Diaspora Artist	100	3	Kaneko, Maki				10	1	9	X
HA 543	Special Study 20-21st Century Art: Asian Artists Across the Pacific	100	1 to 6	Kaneko, Maki	2	1	1				
HA 543	Special Study 20-21st Century Art: Manga	100	1 to 6	Kaneko, Maki	18	14	4				
HA 545	Early Chinese Art	100	3	McNair, Amy E.	12	4	8				

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
HA 550	Capstone in Art History: Japanese Painting	100	3	Fowler, Sherry D.	3	3	0				
HA 550	Capstone in Art History: Asian Artists Across the Pacific	100	3	Kaneko, Maki	2	2	0				
HA 550	Capstone in Art History: Asian Diaspora Artist	75	3	Kaneko, Maki				1	1	0	X
HA 550	Capstone in Art History: Paintings of Early Modern Korea	100	3	Lee, Jungsil Jenny Lee	1	1	0				
HA 554	Japanese Prints	100	3	Kaneko, Maki	7	1	6				
HA 561/ REL 511	Buddhist Art in Korea	100	3	Stiller, Maya							X
HA 566	Art From 1945-1980: Modern/Post-Modern	25	3	Pultz, John	30	29	1	22	19	3	X
HA 585	The Art of Buddhism	100	3	Fowler, Sherry D.				4	0	4	X
HA 586	Japanese Painting	100	3	Fowler, Sherry D.	20	9	11				
HA 587	Japanese Sculpture	100	3	Fowler, Sherry D.							X
HA 591	Special Study in Asian Art: Paintings of Early Modern Korea	100	3	Lee, Jungsil Jenny Lee	2	0	2				
HA 706/ HA 906	Seminar Special Problems in Art History: Asian Artists Across the Pacific	100	3	Kaneko, Maki	10	0	10				
HA 706/ HA 906	Seminar Special Problems in Art History: Photo Colonialism to Globalism	50	1 to 6	Kaneko, Maki				10	0	10	X
HA 707	Directed Readings	100	1 to	McNair, Amy E.; Ercums,				2	0	2	X
HA 720	Asian Art: Theory and Method	100	3	Fowler, Sherry D.				11	0	11	X
HA 760	Proseminar in Korean Art	100	3	Fowler, Sherry D.				6	0	6	X
HA 788	Proseminar in Japanese Art	100	3	Kaneko, Maki							X
HA 789	Proseminar in Chinese Art	100	3	Haufler, Marsha Smith; Fowler, Sherry D.	15	0	15	3	1	2	X
HA 898	Franklin Murphy Seminar Art History: Crafts in Japan	100	3	Fowler, Sherry D.	12	0	12				

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
HA 980	Seminar in Chinese Art: Buddhist Cave-shrines	100	3	McNair, Amy E.	6	0	6				
HA 980	Seminar in Chinese Art: Old Chinese Paintings: Then & Now	100	3	Haufler, Marsha Smith	6	0	6				
HA 980	Seminar in Chinese Art: Pictorial Art and its Purposes	100	3	McNair, Amy E.				5	0	5	X
HA 990	Seminar in Japanese Art: Silk Road to Kansas: East Asian Art Flow	100	3	Kaneko, Maki; Fowler, Sherry D.							X
HA 995	Seminar in Korean Art: Korea-Japan: Negotiating Art	100	3	Fowler, Sherry D.				4	0	4	X
HA 999	Doctoral Dissertation	100	1 to 12	Haufler, Marsha Smith; Kaneko, Maki; Fowler, Sherry D.; McNair, Amy E.	9	0	9	11	0	11	X
<b>HONORS</b>											
HNRS 320	Global Scholars Seminar	25	3	MacGonagle, Elizabeth Lee; Peterson, Andrew Townsend	15	15	0	12	12	0	X
HNRS 492	Topics and Problems on: Asian Artists Across the Pacific	100	1 to 6	Kaneko, Maki	1	1	0				
<b>INDUSTRIAL DESIGN</b>											
INDD 508	Materials and Processes (Instructor incorporates material related to Mongolia)	25	3	Tveit, May	23	23	0				X
<b>INTERNATIONAL BUSINESS</b>											
IBUS 400	Special Topics in International Business: Marketing in a Global Environment	25	3	Mishra, Sanjay	5	5	0	1	1	0	X
IBUS 410	Introduction to International Business	25	3	Kim, Minyoung; Karney, Dennis F.; Huang, Yan	124	124	0	126	126	0	X
IBUS 425	Business in China	100	3	Chi, Tailan	10	10	0	8	8	0	X
IBUS 462/ IBUS 731	Comparative & Cross-Cultural Management	25	3	Galindau, Daniel R; Karney, Dennis, F.	37	33	4	15	14	1	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
IBUS 480	International Management (KU Core)	25	3	Galindau, Daniel R; Nguyen, Truc Quang	76	76	0	91	91	0	X
IBUS 701/ IBUS 820	International Business	25	2 to 3	Birch, Melissa H.; Chi Tailan; Galindau, Daniel R.	61	0	61	49	0	49	X
IBUS 718	International Business	25	3	Birch, Melissa H.	96	0	96	128	0	128	X
IBUS 730	International Business Strategy	25	3	Galindau, Daniel R	7	0	7	3	0	3	X
IBUS 740	Business Practices in China	100	2	Galindau, Daniel R	2	0	2	1	0	1	X
IBUS 895	Graduate Seminar in International Business: Marketing Global Environment: Destin India	25	3	Mishra, Sanjay	1	0	1	2	0	2	X
<b>INDIGENOUS STUDIES</b>											
ISP 601	Indigenous Peoples of the World	25	3	Johnson, Jay T.	3	1	2				
<b>JOURNALISM</b>											
JOUR 534	Diversity in the Media	25	3	Luisi, Monique Linette Robins; Barnett, Barbara	85	85	0	65	64	1	X
JOUR 590	International Journalism (KU Core)	25	3	Vu, Hong; Barnett, Barbara	57	55	2	60	60	0	X
JOUR 613	International Strategic Communications	25	3	Barnett, Barbara; Bang, Hye Jin	35	35	0	35	35	0	X
JOUR 615	Social Media Strategic Communication	25	3	Seo, Hyunjin	20	20	0	15	13	2	X
JOUR 640	Strategic Campaigns	25	3	Lee, Tien-Tsung	20	20	0	34	34	0	X
JOUR 899	Master's Project/Thesis	25	3	Vu, Hong				1	0	1	X
<b>LAW</b>											
LAW 824	Global Challenge Law, Agriculture, Development, and Ecology	25	2	Head, John W.	10	0	10	15	1	14	X
LAW 827	International Law and Literature	25	3	Bhala, Raj				20	0	20	X
LAW 829	International Business Law Drafting	100	3	Head, John W.	8	0	8	7	0	7	X
LAW 841	Chinese Law	100	2 to	Ho, Virginia E Harper				6	0	6	X
LAW 864	Advanced International Trade Law	25	3	Bhala, Raj	12	1	11	12	0	12	X
LAW 879	Comparative Law	25	2.5	Head, John W.				7	0	7	X
LAW 892	Business Organizations	25	4	Ho, Virginia E Harper; Yuille, Lua Kamal	35	0	35	15	0	15	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
LAW 893	Corporate Social Responsibility, Sustainability Law	25	2.5 to 3	Ho, Virginia E Harper							X
LAW 924	Independent Research	50	1 to 2.5	Ho, Virginia E Harper				2	0	2	X
LAW 929	International Law Moot Court Competition	25	2	Head, John W.	5	0	5	5	0	5	X
LAW 930	Corporate Finance	25	3	Ho, Virginia E Harper	17	0	17	17	0	17	X
LAW 944	International Trade Law	25	3	Bhala, Raj	16	1	15	26	0	26	X
LAW 945	International Commerce & Investment	25	3	Head, John W.; Ho, Virginia E Harper	19	0	19	30	0	30	X
LAW 974	Public International Law	25	2.5 to 3	Head, John W.				18	0	18	X
<b>LIBERAL ARTS AND SCIENCES</b>											
LA&S 485	Global Career Management	25	3	Johnson, Melissa E.	76	76	0	66	66	0	X
<b>LINGUISTICS</b>											
LING 107	Introductory Linguistics, Honors (Taught by East Asia specialists who incorporate elements of their research)	25	3	McKenzie, Andrew Robert	26	26	0	24	24	0	X
LING 312	Introduction to Phonology (Taught by East Asia specialist)	25	3	Li, Mingxing; Bates, Jonah David	42	42	0	33	33	0	X
LING 314	Phonological Theory I (Taught by East Asia specialist)	25	3	Zhang, Jie	3	3	0	1	1	0	X
LING 320	Language in Culture and Society	25	3	Duncan, Philip Travis; Kummer, David Kevin; Cloete, Elene; Vogt-Woodin, Alexandria Jane	160	160	0	251	251	0	X
LING 321/ANTH 321	Language in Culture and Society, Honors	100	3	Dwyer, Arienne M.; Herzfeld, Anita	5	5	0	6	6	0	X
LING 415/ LING 715	Second Language Acquisition (Taught by East Asia specialist)/ Linguistics and Second Language Acquisition	25	3	Gabriele, Alison; Covey, Lauren Renee	32	19	13	26	21	5	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
LING 420	Capstone: Research Language Science	25	3	Minai, Utako	13	13	0	7	7	0	X
LING 425 /709	First Language Acquisition	25	3	Pye, Clifton L.; Minai, Utako	20	16	4	19	11	8	X
LING 539/ LING 739	First Language Acquisition II	25	3	Pye,Clifton L.; Minai, Utako	2	0	2				X
LING 570/ EALC 570	The Structure of Japanese	100	3	Minai, Utako				10	10	0	X
LING 572	The Structure of Chinese	100	3	Zhang, Jie	15	15	0				X
LING 712	Phonological Theory I (Taught by East Asia specialist)	25	3	Zhang, Jie	7	0	7	10	0	10	X
LING 716	Second Language Acquisition II (Taught by East Asia specialist)	25	3	Gabriele, Alison	10	0	10				
LING 732/ ANTH 732	Discourse Analysis	25	3	Dwyer, Arienne M.				1	0	1	X
LING 850	Topics Research in Experimental Linguistics:	25	3	Zhang, Jie	5	0	5	3	0	3	X
LING 851	Research in Acquisition and Processing	25	3	Tremblay, Annie; Minai, Utako	10	0	10	13	0	13	X
LING 910	Linguistic Seminar: Second language acquisition	25	1 to 3	Gabriele, Alison				6	0	6	X
LING 998	Independent Study	25	1 to	Minai, Utako							X
LING 999	Doctoral Dissertation	25	1 to	Minai, Utako				1	0	1	X
<b>MANAGEMENT</b>											
MGMT 434	International Human Resource Management	25	3	Bendapudi, Venkata Ramana	27	27	0	28	28	0	X
MGMT 498	Business Policy and Strategy (Taught by China Specialist)	25	3	Zhao, Zheng	44	44	0	62	62	0	X
MGMT 725	Strategic Management: Technological Innovation (Taught by China Specialist whose research focuses on innovation through alternative business models in Asia.)	25	2	Zhao, Zheng				4	0	4	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
MGMT 741	International Human Resource Management	25	2	Bendapudi, Venkata Ramana	11	0	11				
MGMT 754	Managing Internationally	50	3	Galindau, Daniel R.	24	0	24	54	0	54	X
<b>MARKETING</b>											
MKTG 440	Global Marketing	25	3	Heinzelmann, Justine Mary; Claterbos, Joyce; Chai, Luxi; Cabano, Frank Gregory	110	0	110	146	146	0	X
<b>MUSIC</b>											
MUSC 308/EALC 331	Music in East Asia (KU Core)	100	3	Wong, Ketty				3	3	0	X
MUSC 560	Music in World Cultures (KU Core)	25	3	Wong, Ketty	41	33	8	27	17	10	X
<b>NURSING</b>											
NRSG 826	Global Perspective and Diversity in Health Care	25	2	Domian, Elaine; Baird, Martha	21	0	21	27	0	27	X
<b>POLITICAL SCIENCE</b>											
POLS 102	Introduction to Political Science as a Career	25	1	Kennedy, John James; Doan, Alesha E.	36	36	0	54	54	0	X
POLS 150	Introduction to Comparative Politics	25	3	Rains, Holly Marie; Henderson, Tyler James; Hatungimana, William; Finnell, Rachel Elizabeth	270	270	0	258	258	0	X
POLS 170	Introduction to International Politics (KU Core)	25	3	Arwine, Alan Troy; Finnell, Rachel Elizabeth; Kim, Yeon Joo; Carter, Brittnee A.	279	279	0	213	212	1	X
POLS 171	Introduction to International Politics Honors	25	3	Arwine, Alan Troy	28	28	0	33	33	0	X
POLS 370	Contemporary Issues in International Politics	25	3	Arwine, Alan Troy; Badran, Sammy	21	21	0	19	18	1	X
POLS 493	Directed Readings	100	1 to	Kennedy, John James				3	3	0	X
POLS 498	Honors Thesis (KU Core)	100	3 to	Kennedy, John James				2	2	0	X
POLS 582	Transnational Terrorism	25	3	Avdan, Nazli				24	21	3	X



**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
POLS 629	Topics in Public Policy: Comparative Public Policy	25	3	Daugherty, Ryan Colby				25	25	0	X
POLS 660	Politics and Problems of Developed Countries	25	3	Reich, Gary Matthew	23	22	1	24	22	2	X
POLS 668/ EALC 585	Reform in Contemporary China (KU Core)	100	3	Kennedy, John James	20	16	4	23	20	3	X
POLS 669	Topics in Comparative Politics: Human Trafficking	25	2 to 3	Britton, Hannah E				14	14	0	X
POLS 670	United States Foreign Policy	25	3	Avdan, Nazli	87	84	3	53	47	6	X
POLS 672/ SOC 873/ POLS 973	International Political Economy	25	3	Webb, Clayton McLaughlin	29	27	2	26	24	2	X
POLS 673	International Organization	25	3	Arwine, Alan Troy; Omelycheva, Mariya Y	77	50	27	30	28	2	X
POLS 674	International Ethics	25	3	Carter, Brittnee A				12	12	0	X
POLS 678/ EALC 678 /GIST 678	Chinese Foreign Policy	100	3	Kennedy, John James	36	31	5	31	29	2	X
POLS 686	International Human Rights	25	3	Omelycheva, Mariya Y				15	15	0	X
POLS 689/ POLS 789	Topics in International Relations: Transnational Terrorism	25	2 to 3	Avdan, Nazli	25	21	4				
POLS 689	Topics in International Relations: International Migration	25	2 to 3	Avdan, Nazli				12	11	1	X
POLS 789	Topics in International Relations: Causes of War	25	2 to 3	Carter, Brittnee A				5	0	5	X
POLS 851	Comparative Institutions & Government	25	3	Reich, Gary Matthew				5	0	5	X
POLS 870	International Relations	25	3	Omelycheva, Mariya Y	7	0	7	8	0	8	X
POLS 878	Conducting and Analyzing Fieldwork in Developing Countries	50	3	Kennedy, John James	7	0	7				X
POLS 899	Thesis	100	1 to	Kennedy, John James	1	0	1	2	0	2	X
POLS 972	Theories of International Conflict	25	3	Avdan, Nazli	4	0	4	5	0	5	X
POLS 993	Directed Readings	100	1 to	Kennedy, John James	2	0	2	7	0	7	X

**APPENDIX B: COURSE LIST**

					AY 16-17			AY 17-18			AY 18-19
COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	TOTAL	UG	G	TOTAL	UG	G	To Be Offered
PRINTMAKING											
PRNT 233	Lithography I	25	3	Nam, Yoonmi	16	16	0	11	11	0	X
PRNT 300	Special Topics in Printmaking: Japanese Woodblock	100	3	Nam, Yoonmi	4	4	0	9	9	0	X
PRNT 334	Lithography II	25	3	Nam, Yoonmi	5	5	0	3	3	0	X
PRNT 338	Lithography II Honors	25	3	Nam, Yoonmi				1	1	0	X
PRNT 500	Advanced Special Topics in Printmking: Japanese Woodblock	100	1 to 4	Nam, Yoonmi	1	1	0	3	0	3	X
PRNT 524	Printmaking III B (Lithography)	25	3	Nam, Yoonmi				3	2	1	X
PRNT 527	Printmaking IV B (Lithography)	25	3	Nam, Yoonmi				1	1	0	X
PUBLIC ADMINISTRATION											
PUAD 857	Performance Mangement and Governance	25	3	Ho, Alfred Tat-Kei	20	0	20	13	0	13	X
RELIGION											
REL 106/ EALC 105	Living Religions of the East/ Asian Religons (KU Core)	100	3	Lindsey, William Robert	76	76	0	35	35	0	X
REL 130/EALC 130/ ANTH 293	Myth, Legend & Folk Beliefs of East Asia (KU Core)	100	3	Lindsey, William Robert	6	6	0	2	2	0	X
REL 360	The Buddhist Tradition in Asia (KU Core)	100	3	Stevenson, Daniel B.				20	20	0	X
REL 405	Directed Study in Religion	100	1 to 4	Stevenson, Daniel B.; Lindsey, William Robert				4	4	0	X
REL 500	Reading: Non-English Religious Texts	25	1 to	Stevenson, Daniel B.	2	0	2				
REL 502/ EALC 590	Special Topics in Religion: Sacred Femining in Korea & Japan	100	3	Lindsey, William Robert	3	2	1				
REL 509/ EALC 509	Religion in Japan (KU Core)	100	3	Lindsey, William Robert				9	7	2	X
REL 510/ EALC 590	Religion in Korea (KU Core)	100	3	Lindsey, William Robert							X
REL 511/ 561	Buddhist Art in Korea	100	3	Stiller, Maya							X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
REL 534	Studies in Ritual: Marrying, Burying & Other Passages	25	3	Lindsey, William Robert	4	2	2				
REL 601	Approaches to the Study of Religion	100	3	Lindsey, William Robert				4	1	3	X
REL 737	Seminar in Religion, Media, and Performance	50	3	Lindsey, William Robert				6	0	6	X
REL 800	Directed Readings in Religion (Instructor specializes in East Asia.)	100	1 to 4	Lindsey, William Robert; Stevenson, Daniel B.	1	0	1	3	0	3	X
<b>RUSSIAN AND EASTERN EUROPEAN STUDIES</b>											
REES 510	Understanding Central Asia	50	3	Diener, Alexander C.				7	4	3	X
<b>SOCIOLOGY</b>											
SOC 130	Comparative Societies	25	3	Petty, Laurie Michele; Goldman, Gregory A.; Duenas, Jennifer Ariana	173	173	0	174	174	0	X
SOC 131	Comparative Societies, Honors	25	3	Wright, Lisa-Marie				14	14	0	X
SOC 332	United States in Global Context	25	3	Cheddadi, Saoussen; Pence, Ray; Flores, Ruben; Chappell, Benjamin; Lazaro Moreno, Jaime Caleb	86	86	0	96	96	0	X
SOC 385	Environmental Sociology	25	3	Lipsman, Jake; Stock, Paul V.; Ternes, Brock D; Collins, Nathan R	36	36	0	79	79	0	X
SOC 425	Sociology of Global Health	25	3	Agadjanian, Victor	26	26	0	52	52	0	X
SOC 500	Sociological Theory	25	3	Chong, Kelly Haesung; Najafizadeh, Mehrangiz; Antonio, Robert J.; Davidman, Lynn	47	47	0	48	48	0	X
SOC 519	Sociology of Global Food	25	5	Stock, Paul V.	2	2	0	13	11	2	X
SOC 521	Wealth, Power, and Inequality	25	3	Kim, Changhwan				19	16	3	X
SOC 529	Globalization	25	3	Hanley, Eric; Antonio, Robert J.	38	37	1	35	33	2	X
SOC 534	Global Ethnic and Racial Relations	25	3	Rooks, Pamela; Nagel, Joane	32	30	2	33	32	1	X

**APPENDIX B: COURSE LIST**

COURSE #	COURSE TITLE	%	CH	INSTRUCTOR	AY 16-17			AY 17-18			AY 18-19
					TOTAL	UG	G	TOTAL	UG	G	To Be Offered
SOC 600/ CEAS 704/ EALC 590	Sociological Perspectives: Contemporary East Asia	100	3	Mizumura, Ayako	2	2	0	1	1	0	X
SOC 722	Sociology of Gender (Instructor is an East Asianist)	25	3	Chong, Kelly Haesung	5	0	5				
<b>SOCIAL WELFARE</b>											
SW 730	Human Behavior in Social Environment	25	3	Koenig, Terry Lea; Canda, Edward R.; Hawkins, Wendy Lynn; Moon, Jungrim; Allen, LaTicia Renee; Nam, Eunji; Harper, James Nicholous; Lyon, Shawna Denise; Lefort, Annas Lee	124	0	124	86	0	86	X
SW 990	Graduate Research (Taught by East Asia Specialist)	100	1 to 9	Canda, Edward	1	0	1	3	0	3	X
<b>WOMEN GENDER AND SEXUALITY STUDIES</b>											
WGSS 396	Studies in: Politics of Human Trafficking	25	3	Britton, Hannah E				9	9	0	X
WGSS 396	Studies in: Migration and Human Trafficking	25	3	Takeyama, Akiko	4	4	0				
WGSS 701	Seminar in: Politics of Human Trafficking	25	3	Britton, Hannah E				2	1	1	X
WGSS 701	Seminar in: Migration and Human Trafficking	25	3	Takeyama, Akiko	2	0	2				
WGSS 999	Doctoral Dissertation	100	1 to 12	Takeyama, Akiko	2	0	2	1	0	1	X

**APPENDIX C.  
PERFORMANCE MEASURES FORMS**



## Project-Specific Measures

1. Project Goal Statement: Strengthen K-12 teacher training to improve integration of EA content into K-12 education									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
PM1: Increase by 10% per year K-12 teacher training events	A1: Offer 1 teacher training session per year that integrates active learning strategies with EA content	<ul style="list-style-type: none"> <li>Number of sessions</li> </ul>	Annually	Event Registration and attendance sheets	2	3	4	5	6
PM2: Increase EA active learning strategies and test the effectiveness of these strategies through intervention studies and evaluation	A1: Deliver 3 new active learning strategies each year and introduce them into the summer training sessions	<ul style="list-style-type: none"> <li>Printed material</li> </ul>	Annually	Number new strategies	0	3	6	9	12
		<ul style="list-style-type: none"> <li>New active learning material and information posted on web page</li> </ul>	Annually	Web page	0	3	6	9	12
	A2: Implement intervention study each year to evaluate the effectiveness of new active learning strategies	<ul style="list-style-type: none"> <li>Baseline surveys and follow up surveys after intervention as well as teacher and student interviews</li> </ul>	Annually	Survey data and interviews from 8 surveys	0	2	4	6	8

## Project-Specific Measures

1. Project Goal Statement: Strengthen K-12 teacher training to improve integration of EA content into K-12 education									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
PM3: Increase dissemination of new EA learning methods through surveys for each year and report on new strategies in classroom as a result of intervention studies and teacher training	A1: Launch new webpage on EA active learning strategies for K-12 teachers	<ul style="list-style-type: none"> <li>Track the number of teachers visiting the web page and downloading material before and after intervention studies</li> </ul>	Twice a year	Survey data and Web visit counts and e-mail correspondence	0	50	100	150	200
	A2: Implement year end teacher survey (participants in PM1, A1) on EA content in the classroom	<ul style="list-style-type: none"> <li>Response to the survey questions on EA content in their courses and active learning</li> </ul>	Annually	Survey data	0	15	20	25	30
	A3: Report the results of each innovation study and effectiveness of new active learning strategies	<ul style="list-style-type: none"> <li>Analysis of intervention study and effectiveness of new EA activate learning strategies</li> </ul>	Annually	Survey data and teacher interviews	0	1	2	3	4

## Project-Specific Measures

2. Project Goal Statement: Incorporate EA dimensions into curricula of Community Colleges and MSIs.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
PM1: Increase the number of partner CC or MSI by 1 a year	A1: Initiate site visits with CC or MSI instructors and administrators	<ul style="list-style-type: none"> <li>Agreement to start activities with new CC or MSI partner school</li> </ul>	Annual	Institutional records including e-mail correspondence	3	4	5	6	7
PM2: Increase number participants in training activities at a CC/MSI by 10% per year	A1: Host Annual Global Studies Symposium at KU	<ul style="list-style-type: none"> <li>Number of CC and MSI teacher and student participants in Symposium</li> </ul>	Annual	Event registration Attendance record Evaluation surveys	30	35	40	55	60
	A2: Host Annual World Language Fair at KU	<ul style="list-style-type: none"> <li>Number of CC and MSI teacher and student participants in Fair</li> </ul>	Annual	Event registration Attendance record Evaluation surveys	30	35	40	55	60
	A3: Deliver EA active learning workshop to new CC or MSI	<ul style="list-style-type: none"> <li>Number of teacher participants in the workshop at the CC or MSI</li> </ul>	Annual	Event registration Attendance record Evaluation surveys	0	5	10	15	20
PM3: Increase number of online curricular units specifically designed for CC/MSI	A1: Offer 1 new online curricular unit per year starting in year 2 (total 3 new online course design for partner CC and MSIs)	<ul style="list-style-type: none"> <li>Number of classes at partner CC/MSIs that are using new online curricular units</li> </ul>	Annual	Institutional records including e-mail correspondence	0	0	1	2	3



## APPENDIX C. PERFORMANCE MEASURES FORMS

### Project-Specific Measures

<b>3. Project Goal Statement:</b> Increase the number of undergraduate and graduate career planning and academic training opportunities related to areas of national need									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
PM1: Increase student participation in internship opportunities by 10% per year	A1: Offer 1 EA study abroad internship workshop per year	▪ Number of student participants	Annual	Institutional Records and Attendance sheets	1	2	3	4	5
	A2: Have 1 guest speaker at public service careers event per year	▪ Number of student participants	Annual	Institutional Records and Attendance sheets	1	2	3	4	5
	A3: Offer 1 additional government or private sector internship opportunity per year	▪ Number of additional EA related internships	Annual	Institutional Records	8	9	10	11	12
PM2: Increase curricular content related to areas of national need by 10% per year	A1: Seeded tenure track position for East Asian Regional Security in Political Science	▪ 2 New regularly taught EA security studies courses	Annual	Course catalog	0	0	2	0	2
	A2: Offer 1 course with additional EA security content per year	▪ International Relations or Comparative Politics course with at least 20% EA security content	Annual	Course syllabus	0	1	2	3	4

## APPENDIX C. PERFORMANCE MEASURES FORMS

### Project-Specific Measures

<b>3. Project Goal Statement:</b> Increase the number of undergraduate and graduate career planning and academic training opportunities related to areas of national need									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
PM3: Increase programming for K-16 partners on areas of national need by 10% per year	A1: Annual visit to CC/MSI to introduce careers in intelligence/security and KU internship programs	▪ Number of students participants	Annual	Exit Surveys	0	1	2	3	4
	A2: Offer new EA regional security teaching material on the CEAS webpage for high school and CC/MSI teachers	▪ Number of new material on the web site	Annual	Web site	0	3	6	9	12
	A3: Provide material on careers in intelligence & security on CEAS webpage	▪ Number of new material on the web site	Annual	Web site	0	2	4	6	8

**APPENDIX D.  
LETTERS OF SUPPORT**



June 19, 2018

Title VI National Resource Center and  
Foreign Language and Area Studies Programs  
U.S. Department of Education  
Washington D.C

Dear Title VI Reviewers:

I write to express the enthusiastic support of the College of Liberal Arts and Sciences for the application of the Center for East Asian Studies (CEAS) for Title VI / NRC funding, and to confirm our continuing commitment of funding for the center.

As the flagship institution of higher education in the state of Kansas, the University of Kansas—and the College of Liberal Arts and Sciences—is committed to excellence in international education in order to prepare its students for a globalized and interconnected world.

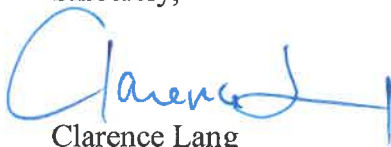
In support of CEAS's continuing efforts toward high-quality and sustainable K-16 outreach programming, the creation of a top-notch program in East Asian less commonly taught languages, and the expansion of East Asia focused student training opportunities in areas of national need, the College of Liberal Arts and Sciences has committed the following continuing institutional support during all years of the grant period:

- salary plus benefits annually for a 1 FTE Outreach and FLAS Coordinator
- salary plus benefits annually for 50% of a 1 FTE Community and Professional Outreach Assistant
- salary plus benefits annually for 75% of a .5 FTE Assistant Director
- salary plus benefits annually for one graduate student program assistant
- salary plus benefits annually for an Office Manager for the Center for East Asian Studies (to be shared with the Center for Global and International Studies and Kansas African Studies Center)
- funds for administrative supplements, summer salary, research funds, and travel for the Director (this figure is in addition to any funds distributed from the regular CLAS travel award fund for faculty)
- salary plus benefits annually for a 50% of a .5 FTE lecturer in Uyghur Language
- salary plus benefits annually for 50% of a .5 FTE lecturer in Tibetan Language
- student hourly program assistants
- funds annually for instructional technology
- funds annually to support promotional funds to maximize outreach efforts
- funds to provide operating funds and program support

If the CEAS Title VI / NRC grant application is successful, we will in addition take over the salary of the seed hire in Political Science specializing in East Asian Regional Security in the proportions indicated in the Title VI / NRC budget submitted by CLACS: \$62,000 / 1.0 FTE plus 35% fringe, conducting a search in year one (2018-2019) and hired for year two (2019-2020) of the grant period. Funding in year two of the grant period, 53.85% NRC funding and remainder CLAS funding; in year three, 43.08% in year four, 41.54% NRC funding and remainder CLAS funding; CLAS fully funds after grant period.

Please consider these commitments as an indication of KU's strong and continuing support for area and international studies.

Sincerely,



Clarence Lang  
Interim Dean  
College of Liberal Arts and Sciences

June 7, 2018

Title VI Review Committee  
Center for East Asian Studies  
Bailey Hall 201  
1440 Jayhawk Boulevard  
University of Kansas  
Lawrence, KS 66045

Dear Committee Members,

I write in my capacity as Vice President of Instruction at Pratt Community College (PCC) in support of the 2018-2022 NRC proposal submission from the Center for East Asian Studies (CEAS) at the University of Kansas. Working together, we have mapped out a four-year plan for a scaffolded series of faculty development workshops that we believe will help faculty at Pratt to: (a) deepen their own intercultural competency skills and work intercultural competency training into their own syllabi; (b) integrate relevant East Asia content into both general education and career/technical courses; and (c) learn about study abroad, language study, and area studies opportunities for their students.

CEAS staff and faculty will travel to Pratt at least twice yearly over the course of the next 3 years to conduct workshops on Intercultural Competency, East Asian Content Development and Internationalizing the Curriculum. In 2021-2022 we will send Pratt faculty and students to KU's Global Studies Symposium (co-sponsored by KU's Center for East Asian Studies, Center for Latin American Studies, Center for Russian, East European and Eurasian Studies, & Kansas African Studies Center) to share their own internationalization experiences with faculty and students from KU and other institutions in the region.

Established in 1938, PCC serves as a two-year public comprehensive community college located in Pratt, Kansas. Pratt is a small rural (2000) community between Wichita and Dodge City.

PCC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and has a rich history of providing high quality programs to help ensure students are successful academically, socially, emotionally, personally, and professionally.

PCC's mission is *maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment*. For 80 years, PCC is proud to



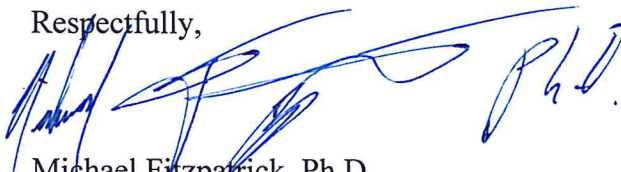
play an integral part of improving the quality of life in South Central Kansas by offering an open access, affordable, and holistic education for both traditional and nontraditional students.

PCC offers 62 degrees and 10 certification programs. PCC currently houses more than 350 students in six residence halls, and the average on campus daily attendance is approximately 600 students and now serves more than 3,000 students annually thanks to its innovative approach to enrollment growth incorporating three satellite campuses, industry and educational partnerships, and Pratt online. For technical students, PCC provides curriculum for completers to be industry-ready for the regional and national workforce. Our hallmark programs include Electrical Power Technology, Agriculture Power Technology, Automotive Technology, and Nursing.

Forming this collaborative partnership to provide professional development is a true testament to the convergence of professionalism, vision, and innovation.

Please contact me directly at 620.450.2175 should you have questions regarding my support for this initiative.

Respectfully,



Michael Fitzpatrick, Ph.D.  
Vice President of Instruction



12345 College Blvd. • Overland Park, KS • 66210-1299

June 19, 2018

Dear Colleagues,

I write in support of the Title VI NRC applications from the Center for East Asian Studies, Center for Latin American and Caribbean Studies, Center for Russian, East European and Eurasian Studies, and Kansas African Studies Center at the University of Kansas. Johnson County Community College (JCCC) is looking forward to working with all the aforementioned area studies centers at the University of Kansas in support of developing and implementing JCCC's Global Distinction Program.

JCCC's Global Distinction Program's goal is to develop a program to prepare students to live and work in an interdependent and multicultural world, by better understanding the diversity and complexities of the global community. Criteria will be drawn up and applied to designate globally focused courses. The Global Distinction Program will encompass globally focused courses and activities that students participate in and a capstone project. The compilation of coursework, activities and capstone project, will triangulate in a strong assessment process around the College's new social awareness Institutional Learning Outcomes. This project will especially emphasize developing more globally focused courses in career technical education and STEM. Assistance from KU's area studies centers in faculty development in curriculum design for this will greatly aid JCCC in this regard.

To achieve these goals, we have mapped out a two-year plan in conjunction with the Office of International Programs and the Area Studies Centers at the University of Kansas to work with two 10 person cohorts STEM and Career/Technical faculty to internationalize their courses by adding international content and activities designed to deepen students' intercultural competency. To achieve these aims, we will partner with KU's Area Studies Centers and Office of International Programs to develop and hold a series of 4 workshops in each of two years. Those workshops will be on 1. Intercultural competency, 2. Goal based course design, 3. Identifying global content, and 4. Assessment of global competencies. Each cohort will participate in all four workshops over the course of a year, and the goal will be for each participating faculty member to globalize one course.

At the end of the two-year project, we will collaborate with KU's area studies centers to put on a workshop on "Internationalizing the Curriculum" for faculty from other community colleges and four-year colleges in the region that will present replicable dimensions of the JCCC globalizing the curriculum initiative.

We are very appreciative of the partnership with KU's Area Studies Centers both for their willingness to help us to develop and implement these activities, but also because of the support for JCCC faculty that they have written into their NRC grants.

Sincerely,

Tom Patterson  
Director, International Education

PR/Award # P015A180095

Page e168





# DONNELLY COLLEGE

EST. 1949

11 June 2018

To: US Department of Education

Dear Title VI Reviewers,

Donnelly College continues to welcome a partnership with the University of Kansas and would like to thank the following KU Centers:

- CLACS (Center for Latin American and Caribbean Studies),
- CREES (Center for Russian, East European, and Eurasian Studies),
- CEAS (Center for East Asian Studies), and
- KASC (Kansas African Studies Center)

Together with these Centers, Donnelly College created the Global Studies Symposium, the pilot of which took place on April 12, 2018. This project was immensely valuable to Donnelly students and faculty, who visited the KU campus, gave presentations, and attended talks by KU students and faculty.

Here at Donnelly, we have a special concern for our most deeply marginalized students who want to and deserve to benefit from a liberal education. Through the interest and support of these KU centers, many of our students are able to pursue activities, events, and academics that can enrich their lives and prepare them for a more stable future. We hope that a continuous and extended partnership with KU through its areas studies centers will provide valuable guidance through this process. We also hope that their request for a Title VI grant is met with success.

Please feel free to contact me, Msgr. Stuart Swetland, President, ([sswetland@donnelly.edu](mailto:sswetland@donnelly.edu)) with any questions about this collaboration.

Sincerely,

Msgr. Stuart W. Swetland  
President



# Japan Studies Association

[www.japanstudies.org](http://www.japanstudies.org)

June 10, 2018

Dr. John Kennedy  
Center for East Asian Studies  
University of Kansas

Dear Professor Kennedy:

On behalf of the Japan Studies Association, I am writing to express strong support for the University of Kansas Center for East Asian Studies' proposal to the U. S. Department of Education for designation and funding as a Title VI National Resource Center. Our past collaboration has significantly supported the ability of faculty throughout the United States to incorporate international and intercultural dimensions into the curriculum. Lectures and workshops both in Kansas and in Japan supported by the KU Center for East Asia Studies have been quite important to introducing U.S. undergraduate students to diverse perspectives and a wide range of views concerning Japan in East Asian contexts. Moreover, faculty at community colleges and Minority Serving Institutions are especially appreciative of essential support KU CEAS has provided.

The mission and experience of the Japan Studies Association aligns very well with the goals and objectives of the University of Kansas East Asia NRC. Since its foundation in 1994, JSA has assisted its members – primarily teachers from American two- and four-year colleges and universities – to acquire first-hand knowledge about Japan and infuse it into the curriculum of their home institutions. Through workshops and study-tours, and the professional networking they enable, JSA's members have been inspired to engage in curriculum development, design study-abroad programs, and initiate Japan-related or comparative research, outlets for which they have found both in the organization's *Japan Studies Association Journal* and its annual national conference. (Please see [www.japanstudies.org](http://www.japanstudies.org) for more information about JSA.)

Since 2012, the collaboration between KU CEAS and JSA has been very important in enabling JSA to meet its goals. KU CEAS commitment and matching funds were essential in enabling JSA to secure a Center for Global Partnership (CGP) from the Japan Foundation. In October 2013, KU CEAS supported a faculty development workshop in Wichita, Kansas, "Japan and East Asian Relationships in the 21<sup>st</sup> and 20<sup>th</sup> Centuries." With 30 faculty participants, this workshop included 8 community college faculty. In 2015, a workshop held in Japan brought



# Japan Studies Association

[www.japanstudies.org](http://www.japanstudies.org)

different perspectives to “Examining the Process of Seeking Peace through Mutual Understanding: Hiroshima / Nagasaki 1945-2015”. This project met CGP priorities to build Japan-United States networks to enhance relationships between the two countries, and to reach out to less-represented constituents including minority serving colleges. The 45 U.S. participants represented 15 U.S. states including a group of 14 (6 faculty and 8 students, 4 of whom were African-American students) from Community College of Philadelphia, a Minority Serving Institution.

In recent years, KU CEAS has continued to support community college faculty, for example subsidizing travel expenses to the 2018 JSA National Conference. Looking ahead, KU CEAS will have a major role in supporting a JSA Workshop in Kansas City in October 2018 organized by nearby Johnson County Community College, and workshops held either in the U.S. or in Japan within the next four years, including a 2020 JSA workshop to be held in Hokkaido. An innovative project to sustain community college and/or MSI faculty will be to have Fellowships encouraging faculty who attend one JSA workshop to develop course modules, come to JSA Annual Conferences to discuss the teaching materials, and further disseminate materials through the KU CEAS website useful to both K-12 and all undergraduate teachers.

We have every confidence in the continued leadership of the Center for East Asian Studies. We appreciated your participation, Dr. Greene, in the Wichita Workshop in 2013 when you were CEAS Director, and look forward to working with the highly qualified Dr. John James Kennedy, Associate Professor in Political Science, when he assumes the position next month. On behalf of all JSA members, I look forward to Japan Studies Association’s continued collaboration with the University of Kansas East Asian National Resource Center to achieve local, national, and international impact.

Sincerely yours,

Joseph Overton, Ph.D.

Japan Studies Association President,  
Director Paul S. Honda International Center  
Kapiolani Community College,  
Honolulu, Hawaii 96816



May 23, 2018

Dr. John Kennedy, Director  
Center for East Asia Studies  
University of Kansas  
1440 Jayhawk Boulevard  
Lawrence, KS 66045

Dr. Kennedy:

This letter is to confirm the partnership and collaboration of the Midwest Institute consortium (MIIE) for the University of Kansas, Center for East Asian Studies' Title VI proposal to the U.S. Department of Education for the 2018-2022 period.

Given our strong past collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

A handwritten signature in black ink, reading "Theo S. Sypris". The signature is written in a cursive, flowing style.

Theo Sypris, Director

John Kennedy  
Center for East Asian Studies  
University of Kansas

June 21, 2018

Dear John,

On behalf of the School of Education at the University of Kansas, I write in enthusiastic support of your Title VI National Resource Center proposal. The School of Education looks forward to continuing our collaboration with the Center for East Asian Studies (CEAS) on a range of programming for current and future teachers over the next four years.

The School of Education is well-suited to partner with CEAS. The School is accredited by CAEP and is consistently rated by *U.S. News and World Report* as being in the top 10 public schools and colleges of education in the U.S. The Department of Special Education is currently ranked number 1 and the Department of Curriculum and Instruction is ranked 12<sup>th</sup> by the same organization. Separated into five departments (Curriculum and Instruction, Special Education, Educational Leadership and Policy Studies, Educational Psychology and Health Sport and Exercise Science), the School of Education employs 75 full time tenure track faculty members and enrolls approximately 780 undergraduates and 1,350 graduate students.

We are delighted that the Center for East Asian Studies will work with us to develop an "Internationalizing the Curriculum" breakout session for our annual School of Education professional development conference, which takes place every May. This annual conference attracts over 400 teachers and district leaders from across the region, who attend free of charge. The theme varies a bit each year, but in 2018 the conference focused on "Teaching in a Digital and Diverse Space."

We are also currently working with CEAS to identify the best way to implement a STEM plus Arts Kite project ("Dream of the Red Chamber, Swallow Kites, and the Physics of Flight") that will integrate information about Chinese literary and kite making traditions, with math and science education. The project aligns well with the project-based learning approach that we help our teacher candidates learn about in our elementary education program. We are currently looking at developing a new STEAM in Elementary Classrooms course into which this project could fit.

We are also appreciative of the support that CEAS will provide to the Teaching English as a Second Language (TESOL) Practicum in South Korea, a very successful and popular study abroad course that provides students in our Department of Curriculum and Instruction program with an opportunity to develop their intercultural competency skills and deepen their exposure to and understanding of Korean culture. We will also be happy to work with CEAS when additional opportunities for collaboration on teacher education arise.

Sincerely,



Lisa Wolf-Wendel, Ph.D.  
Associate Dean for Research and Graduate Studies  
Professor of Higher Education Administration  
School of Education  
The University of Kansas  
[lwolf@ku.edu](mailto:lwolf@ku.edu)

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>1. PERSONNEL</b>							
<b>A. Salaries</b>							
<b>i. Administrative Salaries</b>							
John Kennedy, Director							
Ayako Mizumura, Assistant Director of Academic Programs, (\$22,015/ .50 FTE, NRC 25%, .50 FTE, 40% fringe (2% annual increase)	\$ 5,504	\$ 5,614	\$ 5,726	\$ 5,841	\$ 22,685		pp.5, 20
Amanda Snider, Outreach and FLAS Coordinator							
Sheree Willis, Executive Director, Confucius Institute							
Jessica Irving, Office Manager							
Junfu Gao, Education Outreach Assistant							
Jasmine Padhani, Education Outreach Assistant							
Amanda Hill, Confucius Institute Office Assistant							
Spencer Shanks, CEAS and Confucius Institute Graduate Student Assistant							
Rianon Wallace-Demby, CEAS Student Assistant							
<b>Leveraged Funding</b>							
Nancy Hope, Kansas Consortium for Teaching About Asia							
<b>SUBTOTAL Administrative Compensation</b>	\$ 5,504	\$ 5,614	\$ 5,726	\$ 5,841	\$ 22,685		

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>ii. Language Instruction</b>							
Note: KU provides GTAs on .50 FTE with full tuition and fee waivers and health benefits; .25 FTE GTAs receive half-tuition and fee waivers.							
<b>Instructional Assistants</b>							
<b>Language 1: Chinese</b>							
1 Lecturer to Teach 5th Year Chinese, \$5,000/ .25 FTE, 9% fringe (2% annual increase)	\$ 5,500	\$ 5,610	\$ 5,722	\$ 5,836	\$ 22,668		pp.1, 2, 6, 32
1 GTA to Teach Heritage Students Elementary Chinese, \$2,700/ .10 FTE, 7% fringe (2% annual increase)	\$ 3,750	\$ 3,825	\$ 3,902	\$ 3,980	\$ 15,457		pp.2, 6, 31
1 GTA to Coordinate Oral Proficiency Assessment, \$7,000/ .25 FTE, 7% fringe, (2% annual increase)	\$ 7,750	\$ 7,905	\$ 8,063	\$ 8,224	\$ 31,942		pp.2, 6
1 Student Hourly to Manage Chinese Language Tables, \$13/hr, 4hrs/wk, 32 weeks, 7% fringe (2% annual increase)	\$ 1,664	\$ 1,697	\$ 1,731	\$ 1,766	\$ 6,858		pp.1, 2, 35
Summer Salary Stipend for development of new "Chinese for Business" course, Yr 1, \$3000, 35% fringe	\$ 3,000				\$ 3,000	API	pp.1, 2, 7
Summer Salary Stipend for Chinese Open Access Materials Development, Yr1 \$2,500, 35% fringe	\$ 2,500				\$ 2,500		pp.2, 35
<b>SUBTOTAL Language 1: Chinese</b>	<b>\$ 24,164</b>	<b>\$ 19,037</b>	<b>\$ 19,418</b>	<b>\$ 19,806</b>	<b>\$ 82,425</b>		
<b>Language 2: Japanese</b>							
1 Lecturer to Teach 5th Year Japanese, \$5,000/ .25 FTE, 9% fringe (2% annual increase)	\$ 5,500	\$ 5,610	\$ 5,722	\$ 5,836	\$ 22,668		pp.1, 2, 6, 32
1 GTA to Teach 2nd Year Japanese, Yrs 1,3, \$7,000/ .25FTE, 7% fringe,(2% annual increase)	\$ 7,750		\$ 8,063		\$ 15,813		p.32



SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
1 Student Hourly to Manage Japanese Language Tables, \$13/hr, 4hrs/wk, 32 weeks, 7% fringe (2% annual increase)	\$ 1,664	\$ 1,697	\$ 1,731	\$ 1,766	\$ 6,858		pp.1, 2, 35
1 GTA to Coordinate Oral Proficiency Assessment, \$7,000/ .25 FTE, 7% fringe, (2% annual increase)	\$ 7,750	\$ 7,905	\$ 8,063	\$ 8,221	\$ 31,939		pp.2, 6
<b>SUBTOTAL Language 2: Japanese</b>	<b>\$ 22,664</b>	<b>\$ 15,212</b>	<b>\$ 23,579</b>	<b>\$ 15,823</b>	<b>\$ 77,278</b>		
<b>Language 3: Korean</b>							
1 Lecturer to Teach 5th Year Korean, Yrs \$5,000, .25 FTE, 9% fringe, (2% annual increase)	\$ 5,500	\$ 5,610	\$ 5,722	\$ 5,836	\$ 22,668		pp.1, 2, 6, 32
1 GTA to teach 4th year Korean, Yrs 1,2,3,4, .25 FTE, 7% fringe, 2% annual increase	\$ 7,750	\$ 7,905	\$ 8,063	\$ 8,224	\$ 31,942		
1 Student Hourly to Manage Korean Language Tables, \$13/hr, 4hrs/wk, 32 weeks, 7% fringe, (2% annual increase)	\$ 1,664	\$ 1,697	\$ 1,731	\$ 1,766	\$ 6,858		pp.1, 2, 35
1 GTA to Coordinate Oral Proficiency Assessment, \$7,000/ .25 FTE, 7% fringe, (2% annual increase)	\$ 7,750	\$ 7,905	\$ 8,063	\$ 8,224	\$ 31,942		pp. 2, 6
Summer Salary Stipend for Korean Open Access Materials Development, Yr1 \$2,500, 35% fringe	\$ 2,500				\$ 2,500		pp.2, 35
<b>SUBTOTAL Language 3: Korean</b>	<b>\$ 25,164</b>	<b>\$ 23,117</b>	<b>\$ 23,579</b>	<b>\$ 24,050</b>	<b>\$ 95,910</b>		
<b>Language 4: Tibetan</b>							
1 Lecturer to Teach 1st & 2nd Year Tibetan, \$16,500/ .50 FTE; NRC 50%, 40% fringe (2% annual increase)	\$ 8,500	\$ 8,670	\$ 8,843	\$ 9,020	\$ 35,033		pp.1, 2, 32
<b>SUBTOTAL Language 4: Tibetan</b>	<b>\$ 8,500</b>	<b>\$ 8,670</b>	<b>\$ 8,843</b>	<b>\$ 9,020</b>	<b>\$ 35,033</b>		

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>Language 5: Uyghur</b>							
1 Lecturer to Teach 1st & 2nd Year Uyghur, \$15,500/.50 FTE; NRC 50%; 40% fringe (2% annual increase)	\$ 7,750	\$ 7,905	\$ 8,063	\$ 8,224	\$ 31,942		pp.1, 2, 32
1 Student Hourly to Manage Uyghur Language Tables, \$13/hr, 4hrs/wk, 32 weeks, 7% fringe, (2% annual increase)	\$ 1,664	\$ 1,697	\$ 1,731	\$ 1,766	\$ 6,858		pp.1, 2, 35
Summer salary stipend for development of open access advanced instructional materials for Uyghur, Yr. 1 \$3000, 9% fringe	\$ 3,000				\$ 3,000		pp.2, 33, 35
<b>SUBTOTAL Language 5: Uyghur</b>	<b>\$ 12,414</b>	<b>\$ 9,602</b>	<b>\$ 9,794</b>	<b>\$ 9,990</b>	<b>\$ 41,800</b>		
<b>SUBTOTAL Language Instruction Salaries</b>	<b>\$ 92,906</b>	<b>\$ 75,638</b>	<b>\$ 85,213</b>	<b>\$ 78,689</b>	<b>\$ 332,446</b>		
<b>iii. Area Studies Instruction</b>							
<b>New Positions:</b>							
Seeded Tenure-Track Assistant Professor in Political Science (East Asian Regional Security), Yrs 2,3,4 (\$62,000/ 1.0 FTE, Yr2, NRC 53.85%; Yr3, NRC 43.08%, Yr4, NRC 41.54%, 35% fringe (2% annual increase)		\$ 33,387	\$ 27,244	\$ 26,795	\$ 87,426	API	pp.2, 3, 13

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>Non Language Curriculum Development : New Courses and Units</b>							
Faculty New Non-Language Courses: Summer Salary Stipend for Course Development with 1 online unit that can be made freely available to K-16 teachers: Competitive Course Grants, Yrs 1-4, 2 at \$2500 each (35% fringe)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	AP2, CPI, CP2	pp.2, 5, 44
Faculty New Non-Language Courses with content related to Tibet or Uyghur speaking regions. Yr 1, 3 at \$2500 each (35% fringe)	\$ 7,500				\$ 7,500		pp.2, 3, 30
Faculty Non-Language Courses: Summer Salary Stipend for course development or redesign to match needs of new Security Studies Minor and Major: Competitive Course Grants, Yrs 1,2 &4 at \$2500 each (35% fringe)	\$ 2,500	\$ 5,000		\$ 2,500	\$ 10,000	API	pp.2, 3
1 Lecturer to Teach Chinese and Japanese Calligraphy, Yrs (\$2500/course, 9% fringe)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000		pp.2, 31
<b>SUBTOTAL: Area Studies Instruction Salaries</b>	<b>\$ 15,000</b>	<b>\$ 43,387</b>	<b>\$ 32,244</b>	<b>\$ 34,295</b>	<b>\$ 124,926</b>		
<b>iv. Outreach Personnel</b>							
Campus and Community Outreach Assistant, TBD, \$40,000/ 1 FTE, NRC 50%, 35% fringe, (2% annual increase)	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 82,432		pp.5, 20
<b>SUBTOTAL: Outreach Personnel Salaries</b>	<b>\$ 20,000</b>	<b>\$ 20,400</b>	<b>\$ 20,808</b>	<b>\$ 21,224</b>	<b>\$ 82,432</b>		

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>v. Evaluation Personnel</b>							
Hourly Graduate Student Assistant to Manage Evaluation Database, \$15/hour, 8 hours/week, 50 weeks, 7% fringe (2% annual increase)	\$ 6,000	\$ 6,120	\$ 6,242	\$ 6,367	\$ 24,729		p.16
<b>SUBTOTAL: Evaluation Personnel Salaries</b>	<b>\$ 6,000</b>	<b>\$ 6,120</b>	<b>\$ 6,242</b>	<b>\$ 6,367</b>	<b>\$ 24,729</b>		
<b>vi. Library</b>							
Student Hourly Assistant to produce EA Study Abroad Video Series, \$10.00/hr, 6 hrs/wk, 28wks/Yr, 7% fringe, (2% annual increase)	\$ 1,680	\$ 1,714	\$ 1,748	\$ 1,783	\$ 6,925		p.27
<b>SUBTOTAL: Library Salaries</b>	<b>\$ 1,680</b>	<b>\$ 1,714</b>	<b>\$ 1,748</b>	<b>\$ 1,783</b>	<b>\$ 6,925</b>		
<b>SUBTOTAL: SALARIES</b>	<b>\$ 141,090</b>	<b>\$ 152,873</b>	<b>\$ 151,981</b>	<b>\$ 148,199</b>	<b>\$ 594,143</b>		
<b>2. FRINGE BENEFITS</b>							
i. 35% Faculty & Staff	\$ 14,175	\$ 21,450	\$ 17,693	\$ 18,557	\$ 71,875		
ii. 40% Faculty, Lecturer & Staff 50-89% FTE	\$ 8,702	\$ 8,876	\$ 9,053	\$ 9,234	\$ 35,865		
iii. 9% Faculty, Lecturer & Staff <50% FTE	\$ 1,980	\$ 1,740	\$ 1,770	\$ 1,801	\$ 7,291		
iv. 7% Student	\$ 3,979	\$ 3,505	\$ 4,139	\$ 3,646	\$ 15,269		
<b>SUBTOTAL: FRINGE BENEFITS</b>	<b>\$ 28,836</b>	<b>\$ 35,571</b>	<b>\$ 32,655</b>	<b>\$ 33,238</b>	<b>\$ 130,300</b>		

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>TOTAL SALARIES &amp; FRINGE</b>	\$ 169,926	\$ 188,444	\$ 184,636	\$ 181,437	\$ 724,443		
<b>3. TRAVEL</b>							
<b>i. Foreign Travel</b>							
CEAS Faculty Development Trips to E. Asia for 2 Faculty, Yrs 1-4, (RT Airfare estm. @ \$2000+Hotel \$500)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000		pp.2
Faculty Dev't Trip to E. Asia for Education or STEM Faculty to Introduce EA Material to Courses for 2 Non-CEAS Faculty, Yrs 1,4 (RT Airfare estm. @ \$2500 + Hotel \$500)	\$ 3,000			\$ 3,000	\$ 6,000	AP1	pp.2, 3, 7
Travel to South Korea for second instructor for School of Education TESL Practicum Study Abroad, Yrs 2,4 (RT Airfare estm. @ \$2000)		\$ 2,000		\$ 2,000	\$ 4,000	AP2, CP2	pp. 2, 4
EA Librarians' Travel to Collect Materials Yrs 1,3 (RT Airfare estm. @ \$2000 + Hotel \$1250 \$3250 x 2)	\$ 6,500		\$ 6,500		\$ 13,000		pp.6, 25
<b>Subtotal: Foreign Travel</b>	\$ 14,500	\$ 7,000	\$ 11,500	\$ 10,000	\$ 43,000		
<b>ii. Domestic Travel</b>							
CEAS Faculty Grants for Professional Meetings, 10 trips/Yr @ \$300 Airfare Only)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000		p.2

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Administrative Travel: NRC and NRC-Related Meetings; KU Funds Additional Administrative Travel, (RT airfare @ est \$460 + \$800hotel + per diem @\$60/day x 4days)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000		
Outreach Coordinators' and Speaker's Bureau Local & Regional Travel (est 2,500mi/yr @ \$.545/mi + per diem @ \$60/day x 6days)	\$ 1,723	\$ 1,723	\$ 1,723	\$ 1,723	\$ 6,892	AP2, CPI, CP2	
Travel to Competency-Based Instruction/Proficiency Testing Workshops for 2 Instructors, Yrs1,4 (RT airfare est \$400 + \$900 hotel + per diem @ \$60/day x 6 days + \$400 registration fee; total \$2060 each, 2 per year)	\$ 4,120			\$ 4,120	\$ 8,240		p.2
<b>Subtotal: Domestic Travel</b>	<b>\$ 10,343</b>	<b>\$ 6,223</b>	<b>\$ 6,223</b>	<b>\$ 10,343</b>	<b>\$ 33,132</b>		
<b>TOTAL: TRAVEL</b>	<b>\$ 24,843</b>	<b>\$ 13,223</b>	<b>\$ 17,723</b>	<b>\$ 20,343</b>	<b>\$ 76,132</b>		
<b>4. EQUIPMENT</b>							
<b>TOTAL: EQUIPMENT</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>5. SUPPLIES</b>							
<b>i. Library Supplies and Materials</b>							
Library East Asian Language E-Resource Enhancement	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000		
<b>Subtotal: Library Acquisitions</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>	<b>\$ 40,000</b>		

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>ii. Center Supplies and Materials</b>							
Outreach Supplies	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000		
Supplies for East Asian Language Storytime at the Lawrence Public Library	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800		
Teaching Trunk Materials	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800		
Conferences, Workshops Supplies	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000		
<b>Subtotal: Center Supplies and Materials</b>	<b>\$ 1,400</b>	<b>\$ 1,400</b>	<b>\$ 1,400</b>	<b>\$ 1,400</b>	<b>\$ 5,600</b>		
<b>TOTAL: SUPPLIES</b>	<b>\$ 11,400</b>	<b>\$ 11,400</b>	<b>\$ 11,400</b>	<b>\$ 11,400</b>	<b>\$ 45,600</b>		
<b>6. CONTRACTUAL</b>							
<b>TOTAL: CONTRACTUAL</b>							
<b>7. CONSTRUCTION</b>							
<b>TOTAL: CONSTRUCTION</b>							
<b>8. OTHER</b>							
<b>Program Enhancements</b>							

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>i. Consortial Support</b>							
Japan Studies Association: Yr 1 Workshop at Johnson County Community College; Yr 2 Hokkaido Faculty Study Tour; Yr. 3 JSA National Meeting in Hawaii; Yr. 4 JSA National Conference in Japan (3 faculty stipends at \$1000 per year, paid upon receipt of a curricular unit to be made available on the CEAS website.	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000	AP2, CPI	p.2, 4, 46, Appx D
Midwest Institute for IIE, Support for EA Workshop Presenters (Speaker's Fee \$500, Travel \$500, Lodging \$500)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	AP2, CPI	p.2, Appx D
Greater Kansas City Japan Festival, \$500 per year. (Workshop costs \$200, Speakers Fees \$300)	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	AP2	p 44
Pratt Community College Workshop Series, Yr 1, Intercultural Competency Workshop, Yr 2, East Asia Content Series, Yr 3, Internationalizing the Curriculum Workshop, (Yrs 1-3, \$100 stipends for 10 Pratt Faculty Participants each year, Yr 1, \$500 fee for KU's Office of International Programs to assist with the Intercultural Competency Workshop)Yr 4, \$100 support for10 Pratt faculty or students to travel to Global Studies Symposium at KU.	\$ 1,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,500	AP2, CPI	pp.2, 3, 45, Appx D



SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Johnson County Community College, Yrs 1-2, Internationalizing Career/Tech and STEM ed pilot project (\$500 stipend for one JCCC faculty participant, \$500 in fees to KU Center for Teaching Excellence or Office of International Programs for help with workshops), Yr 3, Internationalizing the Curriculum Workshop for faculty at other Community Colleges (\$200 honoraria for 3 JCCC faculty presenters, \$100 honorarium to cover travel for 4 faculty from other Community Collges)	\$ 1,000	\$ 1,000	\$ 1,000		\$ 3,000	AP2, CP1	pp.2, 3, 45, Appx D
<b>Subtotal: Consortial Support</b>	<b>\$ 7,500</b>	<b>\$ 7,000</b>	<b>\$ 7,000</b>	<b>\$ 6,000</b>	<b>\$ 27,500</b>		
<b>ii. Conferences, Symposia and Visiting Lecturers</b>							
<b>Conferences and Symposia</b>							
Joint KU Area Studies Centers Global Studies Symposium with Donnelly College and other partners for MSI/CC and KU faculty and students and area HS and MS students. Yrs 1-4, \$500 for buses, \$100 stipends for 5 CC/MSI faculty to attend.	1,000	1,000	1,000	1,000	4,000	API, AP2, CP1, CP2	pp.2, 3, 45, 46

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Symposium on East Asian Philosophy and Therapeutic Mindfulness for Health Care Practitioners, Yr. 1, 3 speakers (\$400 airfare, 2 nights hotel at \$150, shuttle at \$200, stipends at \$500)	\$ 4,200				\$ 4,200		p.2
PACOM (Indo-Pacific Command) Symposium with Command and General Staff College, Fort Leavenworth, Yrs. 2 & 4, 1 speaker (\$400 airfare, 2 nights hotel at \$150, shuttle at \$200, stipends at \$500)		\$ 1,400			\$ 1,400	API	p.14
Silk Road Series, Yrs 1 and 2, Yr 1 speaker honoraria for Contemporary Art, Asia and Kansas Panel at Beach Museum, Kansas State University, \$200 honorarium for 3 local speakers. Yr 2, Symposium on Silk Road Through Kansas: Art, Text and Global Flow, 4 invited speakers (\$400 airfare, 2 nights hotel at \$150, shuttle at \$200, stipends at \$500)	\$ 600	\$ 5,600			\$ 6,200		p.2
Symposium on Business in Korea in Kansas City with KU School of Business, Yr 1, 2 speakers (\$500 honorarium)	\$ 1,000				\$ 1,000	API	p.47
Symposium on Economic Inequality in East Asia, Yr 3, 4 invited speakers (\$400 airfare, 2 nights hotel at \$150, shuttle at \$200, stipends at \$500)			\$ 5,600		\$ 5,600		p.2
Joint KU Area Studies Centers: Conference on The Long 1960s: Reassessing Global Legacies, Yr 3, 1 Keynote speaker (\$400 airfare, 3 nights hotel at \$150, shuttle at \$200, honorarium at \$1000)			\$ 2,050		\$ 2,050		

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Joint KU Area Studies Centers: Conference on the Long 1960s: Reassessing Global Legacies, Yr 3, travel stipends for CC/MSI faculty, 4 stipends at \$500 each			\$ 2,000		\$ 2,000	AP2, CPI	
MCAA Conference Travel Stipend for CC/MSI Faculty, 5 stipends at \$500 each, Yr 4.				\$ 2,500	\$ 2,500	CPI	p.45
"Mooncakes to Sundays" conference on transnational food networks through the lens of sweets, Yr 4, Travel for 5 presenters (\$400 airfare, 3 nights hotel at \$150, shuttle at \$200)				\$ 5,250	\$ 5,250		p.2
One Belt One Road Symposium, Yr 4, 3 speakers (\$400 airfare, 2 nights hotel at \$150, shuttle at \$200, stipends at \$500)				\$ 4,200	\$ 4,200		p.2
<b>Visiting Lecturers</b>							
Transpacific Speaker Series, Yrs 1-3, 2 speakers each year (\$400 airfare, 2 nights hotel at \$150, stipends at \$800)	\$ 3,000	\$ 3,000	\$ 3,000		\$ 9,000		p.3
Visiting Speaker/Performers (2 x \$500 Travel and Lodging, 2 x \$250 Professional Service Fees)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000		
Tibet speaker to pair with Buddhist Art History Class, Yr 4, (\$400 flight, 2 nights hotel at \$150, \$750 honorarium)				\$ 1,450	\$ 1,450		p. 2
Library Travel Grant for non-KU faculty to use KU EA library resources (1 x \$400 Travel & Hotel)	\$ 400	\$ 400	\$ 400	\$ 400	\$ 1,600		p. 45
<b>Subtotal: Conferences and Visiting Lecturers</b>	<b>\$ 11,700</b>	<b>\$ 12,900</b>	<b>\$ 15,550</b>	<b>\$ 16,300</b>	<b>\$ 56,450</b>		

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>iii. Events and Workshops</b>							
Joint KU Area Studies Centers: World Language Fair, (\$500 for buses to transport students to KU for materials) (w/EGARC, CLACS, CREES, KASC, CGIS, SLLC, OIP)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	API, AP2, CP1	p.4
Joint KU Area Studies Centers Collaborative K-12 Workshop (Yr 1 KASC, Health and Medical Care, Yr 2, CLACS, Building Strong and Sustainable Communities, Yr 3, CEAS, Energy, Environment and Sustainability, Yr 4, CREES, Information Technologies Access and Communications. Master teacher, \$500 honorarium plus \$60 mileage from Kansas City, Keynote speaker \$400 airfare, \$300 for 2 nights hotel, \$200 airport transportation, \$750 honorarium.			\$ 2,210		\$ 2,210	API, AP2	pp.2, 4, 44
Student Public Intellectual Training Program to teach FLAS students how to share EA knowledge with the public, Yrs 1-4, \$100 for supplies	\$ 100	\$ 100	\$ 100	\$ 100	\$ 400	API	pp.2, 3
Training for FLAS and other EA students doing Internships and Research in East Asia, Yrs 1-4, 1 series of training events per year, \$500 honorarium for trainer.	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	API	p.2, 3
CEAS East Asian Litfest for grades 6-12 Students and Teachers, (\$3000 Author Honorarium, \$500 Travel and Hotel, 3 x \$250 School Bus Rental)	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 17,000	AP2, CP2	pp.2, 4, 44
"Internationalizing the Curriculum" Breakout session at KU School of Education Teacher Education Conference, Yrs 1-4, \$200 speaker honorarium	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800	CP2	pp.2, 5, 44

**SECTION C - Budget Narrative (Detailed Budget)**

**University of Kansas Center for East Asian Studies**

**Comprehensive National Resource Center**

**August 15, 2018 - August 14, 2022**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total</b>	<b>Priority</b>	<b>Reference to Narrative</b>
<b>AP = Absolute Priority, CP = Competitive Preference Priority</b>							
Chinese Kites STEAM Project and Festival with KU School of Education for K-12 students, Yr 1, Kite Festival at Spencer Museum of Art, (transportation and honorarium for Kite Master, (\$1500 airfare, \$200 airport transportation, 3 nights hotel at \$150, \$800 honorarium) Yrs 2-4, (\$200 for materials)	\$ 2,950	\$ 200	\$ 200	\$ 200	\$ 3,550	AP2, CP2	pp.5, 7, Appx D
Pre-departure Korea workshop for KU School of Education TESOL Practicum students, Yrs 1-4, (\$500 honorarium for speaker)	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	AP2, CP2	pp.2, 4, 44
ACTFL Workshop Yr 1 (Travel and honorarium for the ACTFL Trainer)	\$ 2,000				\$ 2,000		p.2
<b>Subtotal: Events and Workshops</b>	<b>\$ 11,500</b>	<b>\$ 6,750</b>	<b>\$ 8,960</b>	<b>\$ 6,750</b>	<b>\$ 33,960</b>		
<b>iv. Other Activities</b>							
Maintenance and Enhancement of CEAL Statistics Database, Yr 2 by KU IT, 70 hours at \$60/hour		\$ 4,200			\$ 4,200		p.25
Development of online short course on active learning strategies for teaching EA in the High School Curriculum. Yrs 1-4, \$1000 honorarium for Master Teacher advisor	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	AP2	pp.2, 4, 5, 44, 45
Development of open access web-based instructional materials for K-16 use by KU faculty, Yrs 1-4, 2 travel stipends at \$250 each	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	AP2, CP1	pp.2, 4, 5, 44
Competitive support to regional K-12 instructors to acquire EA instructional materials for classroom use. Yrs 1-4, 4 awards at \$250 each	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	AP2	

SECTION C - Budget Narrative (Detailed Budget)							
University of Kansas Center for East Asian Studies							
Comprehensive National Resource Center							
August 15, 2018 - August 14, 2022							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
<b>Subtotal: Other Activities</b>	\$ 2,500	\$ 6,700	\$ 2,500	\$ 2,500	\$ 14,200		
<b>v. Evaluations</b>							
Development of EA Evaluation Database by KU IT, Yr 1, 115 hours at \$60/hour	\$ 6,900				\$ 6,900		p.16
External Evaluator, Yr 3			\$ 1,000		-		
<b>Subtotal: Evaluations</b>	\$ 6,900	\$ -	\$ 1,000	\$ -	\$ 7,900		
<b>TOTAL: OTHER</b>	\$ 40,100	\$ 33,350	\$ 35,010	\$ 31,550	\$ 140,010		
<b>9. TOTAL DIRECT COSTS</b>	\$ 246,269	\$ 246,417	\$ 248,769	\$ 244,730	\$ 986,185		
<b>10. INDIRECT COSTS 8%</b>	\$ 19,702	\$ 19,713	\$ 19,902	\$ 19,578	\$ 78,895		
<b>11. TRAINING STIPENDS</b> (See FLAS Detailed Budget)					\$ -		
<b>12. TOTAL COSTS (9-11)</b>	\$ 265,971	\$ 266,130	\$ 268,671	\$ 264,308	\$ 1,065,080		

**Foreign Language and Area Studies Fellowship (Training Stipends) Detailed Budget**  
**University of Kansas Center for East Asian Studies**  
**August 15, 2018 - August 14, 2022**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
Note: All Center for East Asian Studies FLAS are awarded in Less Commonly Taught (Chinese, Japanese, Korean, Uyghur and Tibetan), FLAS Competitive Priority #2							
<b>Academic Year</b>							
<b>1. Graduate Foreign Language and Area Studies</b>							
4 Institutional Payments @ \$18,000 <i>Preference for Financial Need Students</i> <i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>	72,000	72,000	72,000	72,000	288,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
4 Subsistence Payments @ \$15,000 <i>Preference for Financial Need Students</i> <i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>	60,000	60,000	60,000	60,000	240,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
<b>Subtotal Graduate Foreign Language and Area Studies</b>	<b>132,000</b>	<b>132,000</b>	<b>132,000</b>	<b>132,000</b>	<b>528,000</b>		
<b>2. Undergraduate Foreign Language and Area Studies</b>							
6 Institutional Payments @ \$10,000 <i>Preference for Financial Need Students</i> <i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>	60,000	60,000	60,000	60,000	240,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
6 Subsistence Payments @ \$5,000 <i>Preference for Financial Need Students</i> <i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>	30,000	30,000	30,000	30,000	120,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
<b>Subtotal Undergraduate Foreign Language and Area Studies</b>	<b>90,000</b>	<b>90,000</b>	<b>90,000</b>	<b>90,000</b>	<b>360,000</b>		
<b>Subtotal Academic Year</b>	<b>222,000</b>	<b>222,000</b>	<b>222,000</b>	<b>222,000</b>	<b>888,000</b>		

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
Note: All Center for East Asian Studies FLAS are awarded in Less Commonly Taught (Chinese, Japanese, Korean, Uyghur and Tibetan), FLAS Competitive Priority #2							
<b>Summer</b>							
<b>1. Graduate Foreign Language and Area Studies</b>							
3 Institutional Payments @ \$5,000	15,000	15,000	15,000	15,000	60,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
<i>Preference for Financial Need Students</i>							
<i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>							
3 Subsistence Payments @ \$2,500	7,500	7,500	7,500	7,500	30,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
<i>Preference for Financial Need Students</i>							
<i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>							
<b>Subtotal Graduate Foreign Language and Area Studies</b>	<b>22,500</b>	<b>22,500</b>	<b>22,500</b>	<b>22,500</b>	<b>90,000</b>		
<b>2. Undergraduate Foreign Language and Area Studies</b>							
5 Institutional Payments @ \$5,000	25,000	25,000	25,000	25,000	100,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
<i>Preference for Financial Need Students</i>							
<i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>							
5 Subsistence Payments @ \$2,500	12,500	12,500	12,500	12,500	50,000	CPI&2	pp.7, 9, 10, 16, 19, 41, 47-50
<i>Preference for Financial Need Students</i>							
<i>Preference for Students Expressing Interest in Government Service, K-12 Education, Business, or Non-profit Careers</i>							
<b>Subtotal Undergraduate Foreign Language and Area Studies</b>	<b>37,500</b>	<b>37,500</b>	<b>37,500</b>	<b>37,500</b>	<b>150,000</b>		
<b>Subtotal Summer</b>	<b>60,000</b>	<b>60,000</b>	<b>60,000</b>	<b>60,000</b>	<b>240,000</b>		
<b>TOTAL FLAS FUNDING REQUESTED</b>	<b>282,000</b>	<b>282,000</b>	<b>282,000</b>	<b>282,000</b>	<b>1,128,000</b>		